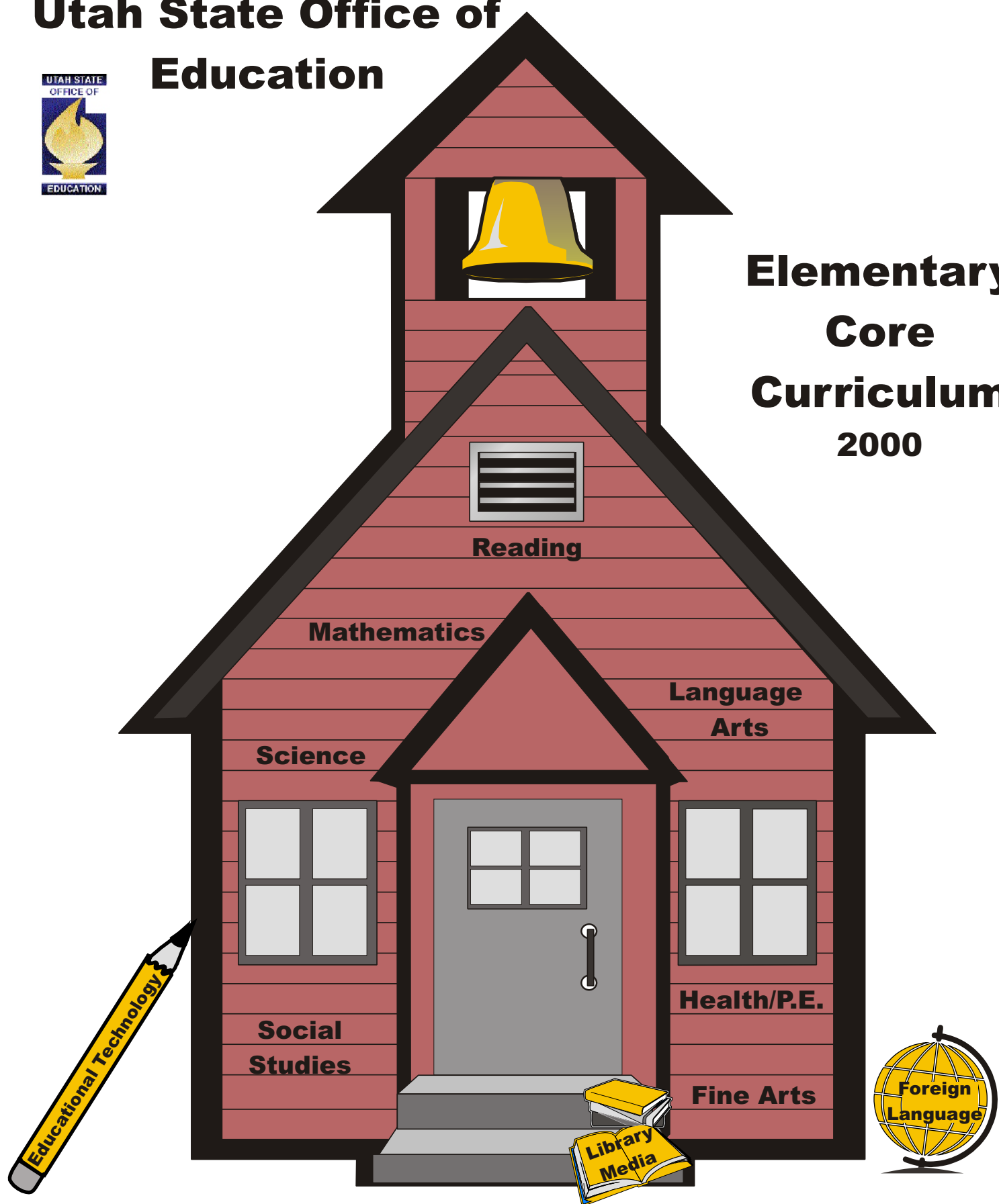


Utah State Office of Education



Elementary Core Curriculum 2000



Library Media 3-6

ELEMENTARY CORE CURRICULUM

LIBRARY MEDIA 3-6

UTAH STATE OFFICE OF EDUCATION

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INTRODUCTION

Action by the Utah State Board of Education in January 1984 established a policy requiring the identification of specific Core Curriculum standards, which must be completed by all students K-12 as a requisite for graduation from Utah's secondary schools. This action was followed by three years of extensive work involving all levels of the education family in the process of identifying, trial testing, and refining these Core Curriculum standards for Utah's schools.

The Core Curriculum represents those standards of learning that are essential for all students. They are the ideas, concepts, and skills that provide a foundation on which subsequent learning may be built.

The Core should be taught with respect for differences in learning styles, learning rates, and individual capabilities without losing sight of the common goals. Although the Core Curriculum standards are intended to occupy a major part of the school program, they are not the total curriculum of a level or course.

R277. Education, Administration.

R277-700. The Elementary and Secondary School Core Curriculum.

R277-700-1. Definitions.

A. "Accredited" means evaluated and approved under the Standards for Accreditation of the Northwest Association of Schools and Colleges or the accreditation standards of the Board, available from the USOE Accreditation Specialist.

B. "Applied technology education (ATE)" means organized educational programs or courses which directly or indirectly prepare students for employment, or for additional preparation leading to employment, in occupations, where entry requirements generally do not require a baccalaureate or advanced degree.

C. "Basic skills course" means a subject which requires mastery of specific functions and was identified as a course to be assessed under Section 53A-1-602.

D. "Board" means the Utah State Board of Education.

E. "Core Curriculum content standard" means a broad statement of what students enrolled in public schools are expected to know and be able to do at specific grade levels or following completion of identified courses.

F. "Core Curriculum criterion-referenced test (CRTs)" means a test to measure performance against a specific standard. The meaning of the scores is not tied to the performance of other students.

G. "Core Curriculum objective" means a more focused description of what students enrolled in public schools are expected to know and do at the completion of instruction.

H. "Demonstrated competence" means subject mastery as determined by school district standards and review. School district review may include such methods and documentation as: tests, interviews, peer evaluations, writing samples, reports or portfolios.

I. "Elementary school" for purposes of this rule means grades K-6 in whatever kind of school the grade levels exist.

J. "High school" for purposes of this rule means grades 9-12 in whatever kind of school the grade levels exist.

K. "Individualized Education Program (IEP)" means a written statement for a student with a disability that is developed, reviewed, and revised in accordance with the Utah Special Education Rules and Part B of the Individuals with Disabilities Education Act (IDEA).

L. "Middle school" for purposes of this rule means grades 7-8 in whatever kind of school the grade levels exist.

M. "Norm-referenced test" means a test where the scores are based on comparisons with a nationally representative group of students in the same grade. The meaning of the scores is tied specifically to student performance relative to the performance of the students in the norm group under very specific testing conditions.

N. "State core Curriculum (Core Curriculum)" means those standards of learning that are essential for all Utah students, as well as the ideas, concepts, and skills that provide a foundation on which subsequent learning may be built, as established by the Board.

O. "USOE" means the Utah State Office of Education.

P. "Utah Basic Skills Competency Test" means a test to be administered to Utah students beginning in the tenth grade to include at a minimum components on English, language arts, reading and mathematics. Utah students shall satisfy the requirements of the Utah Basic Skills Competency Test in addition to school or district graduation requirements prior to receiving a basic high school diploma.

R277-700-2. Authority and Purpose.

A. This rule is authorized by Article X, Section 3 of the Utah Constitution, which places general control and supervision of the public schools under the Board; Section 53A-1-402(1)(b) and (c) which directs the Board to make rules regarding competency levels, graduation requirements, curriculum, and instruction requirements; Section 53A-1-402.6 which directs the Board to establish a Core Curriculum in consultation with local boards and superintendents and directs local boards to design local programs to help students master the Core Curriculum; and Section 53A-1-401(3) which allows the Board to adopt rules in accordance with its responsibilities.

B. The purpose of this rule is to specify the minimum Core Curriculum requirements for the public schools, to give directions to local boards and school districts about providing the Core Curriculum for the benefit of students, and to establish responsibility for mastery of Core Curriculum requirements.

R277-700-3. Core Curriculum Standards and Objectives.

A. The Board establishes minimum course description standards and objectives for each course in the required

general core, which is commonly referred to as the Core Curriculum.

B. Course descriptions for required and elective courses shall be developed cooperatively by school districts and the USOE with opportunity for public and parental participation in the development process.

C. The descriptions shall contain mastery criteria for the courses, and shall stress mastery of the course material and Core objectives and standards rather than completion of predetermined time allotments for courses.

D. Implementation of the Core Curriculum and student assessment procedures are the responsibility of local boards of education consistent with state law.

E. This rule shall apply to students in the 2005-2006 graduating class.

R277-700-4. Elementary Education Requirements.

A. The Board shall establish a Core Curriculum for elementary schools, grades K-6.

B. Elementary School Education Core Curriculum Content Area Requirements:

- (1) Grades K-2:
 - (a) Reading/Language Arts;
 - (b) Mathematics;
 - (c) Integrated Curriculum.
- (2) Grades 3-6:
 - (a) Reading/Language Arts;
 - (b) Mathematics;
 - (c) Science;
 - (d) Social Studies;
 - (e) Arts:
 - (i) Visual Arts;
 - (ii) Music;
 - (iii) Dance;
 - (iv) Theatre.
 - (f) Health Education;
 - (g) Physical Education;
 - (h) Educational Technology;
 - (i) Library Media.

C. It is the responsibility of the local boards of education to provide access to the Core Curriculum to all students.

D. Student mastery of the general Core Curriculum is the responsibility of local boards of education.

E. Informal assessment should occur on a regular basis to ensure continual student progress.

F- Board-approved CRT's shall be used to assess student mastery of the following:

- (1) reading;
- (2) language arts;
- (3) mathematics;
- (4) science in elementary grades 4-6; and
- (5) effectiveness of written expression.

G. Norm-referenced tests shall be given to all elementary students in grades 3 and 5.

H. Provision for remediation for all elementary students who do not achieve mastery is the responsibility of local boards of education.

R277-700-5. Middle School Education Requirements.

A. The Board shall establish a Core Curriculum for middle school education.

B. Students in grades 7-8 shall earn a minimum of 12 units of credit to be properly prepared for instruction in grades 9-12.

C. Local boards may require additional units of credit.

D. Grades 7-8 Core Curriculum Requirements and units of credit:

- (1) General Core (10.5 units of credit):
 - (a) Language Arts (2.0 units of credit) ;
 - (b) Mathematics (2.0 units of credit);
 - (c) Science (1.5 units of credit);
 - (d) Social Studies (1.5 units of credit);
 - (e) The Arts (1.0 units of credit):
 - (i) Visual Arts;
 - (ii) Music;
 - (iii) Dance;
 - (iv) Theatre.
 - (f) Physical Education (1.0 units of credit);
 - (g) Health Education (0.5 units of credit);
 - (h) Applied Technology Education Technology, Life, and Careers (1.0 units of credit);
 - (i) Educational Technology (credit optional);
 - (j) Library Media (integrated into subject areas).

E. Board-approved CRT's shall be used to assess student mastery of the following:

- (1) reading;
- (2) language arts;
- (3) mathematics;
- (4) science in grades 7 and 8; and
- (5) effectiveness of written expression.

F. Norm-referenced tests shall be given to all middle school students in grade 8.

R277-700-6. High School Requirements.

A. The Board shall establish a Core Curriculum for students in grades 9-12.

B. Students in grades 9-12 shall earn a minimum of 24 units of credit.

C. Local boards may require additional units of credit.

D. Grades 9-12 Core Curriculum requirements required units of credit:

(1) Language Arts (3.0 units of credit);

(2) Mathematics (2.0 units of credit):

(a) minimally, Elementary Algebra or Applied Mathematics I; and

(b) geometry or Applied Mathematics II; or

(c) any Advanced Mathematics courses in sequence beyond (a) and (b) ;

(d) high school mathematics credit may not be earned for courses in sequence below (a).

(3) Science (2.0 units of credit from two of the four science areas):

(a) earth science (1.0 units of credit);

(b) biological science (1.0 units of credit);

(c) chemistry (1.0 units of credit);

(d) physics (1.0 units of credit).

(4) Social Studies (3.0 units of credit):

(a) Geography for Life (0.5 units of credit);

(b) World Civilizations (0.5 units of credit);

(c) U.S. history (1.0 units of credit);

(d) U.S. Government and Citizenship (0.5 units of Credit);

(e) elective social studies class (0.5 units of

(5) The Arts (1.5 units of credit from any of the following performance areas):

(a) visual arts;

(b) music;

(c) dance;

(d) theatre;

(6) Health education (0.5 units of credit)

(7) Physical education (1.5 units of credit):

(a) participation skills (0.5 units of credit);

(b) Fitness for Life (0.5 units of credit);

- (c) individualized lifetime activities (0.5 units of credit) or team sport/athletic participation (maximum of 0.5 units of credit with school approval).
- (8) Applied technology education (1.0 units of credit);
 - (a) agriculture;
 - (b) business;
 - (c) family and consumer sciences;
 - (d) technology education;
 - (h) trade and technical education.
- (9) Educational technology:
 - (a) computer Technology (0.5 units of credit for the class by this specific name only); or
 - (b) successful completion of state-approved competency examination (no credit, but satisfies the Core requirement).
- (10) Library media skills integrated into the curriculum;
- (11) Board-approved CRT's shall be used to assess student mastery of the following subjects:
 - (a) reading;
 - (b) language arts through grade 11;
 - (c) mathematics as defined under R277-700-6D(2);
 - (d) science as defined under R277-700-6D(3); and
 - (e) effectiveness of written expression.
- E. Students shall participate in the Utah Basic Skills Competency Test, as defined under R277-700-10.
- F. Students with disabilities served by special education programs may have changes made to graduation requirements through individual IEPs to meet unique educational needs. A student's IEP shall document the nature and extent of modifications, substitutions or exemptions made to accommodate a student with disabilities.

R277-700.7. Student Mastery and Assessment of Core Curriculum Standards and Objectives.

- A. Student mastery of the Core Curriculum at all levels is the responsibility of local boards of education.
- B. Provisions for remediation of secondary students who do not achieve mastery is the responsibility of local boards of education under Section 53A-13-104.
- C. Students who are found to be deficient in basic skills through U-PASS shall receive remedial assistance according to provisions of Section 53A-1-606(1).

D. If parents object to portions of courses or courses in their entirety under provisions of law (Section 53A-13-101.2) and rule (R277-105), students and parents shall be responsible for the mastery of Core objectives to the satisfaction of the school prior to promotion to the next course or grade level.

E. Students with Disabilities:

(1) All students with disabilities served by special education programs shall demonstrate mastery of the Core Curriculum.

(2) If a student's disabling condition precludes the successful demonstration of mastery, the student's IEP team, on a case-by-case basis, may provide accommodations for or modify the mastery demonstration to accommodate the student's disability.

F. Students may demonstrate competency to satisfy course requirements consistent with R277-705-3.

G. All Utah public school students shall participate in state-mandated assessments, as required by law.

KEY: curricula

March 5, 2002

**Art X Sec 3
53A-1-402(1)(b
53A-1-402.6
53A-1-401(3**

Library Media 3-6 Core Curriculum

Philosophy

The primary purpose of the school library media program and this curriculum is to empower students to be effective users of ideas and information in all formats in a constantly changing learning environment. Students need the opportunity to grow as independent, efficient, responsible, and creative users of information. A student's curiosity and motivation must be nurtured to realize success. In a time of constant and rapid change, educators are faced with the challenge of preparing students for the experiences they will encounter as they proceed throughout the twenty-first century.

Through the proficient use of skills and content learned in the Library Media Core Curriculum, students will be able to grow with the changes that technology brings to their lives. Students will actively use and enjoy literature to develop the imagination and nourish the thinking process. Students will become socially empowered as they learn to manage media in their lives and understand the media messages that inundate them daily.

The school library media teacher's role as master teacher, information specialist, and curriculum partner encourages the involvement of global access to information, the use of technology as an effective learning and teaching tool, and the continuation of reading for information and enjoyment. The school library media teacher must continue to seek the best techniques and strategies to empower students. In the absence of a licensed school library media teacher, the classroom teacher must take the lead in the implementation of the Library Media Core Curriculum with the support of school library media personnel and resources.

The responsibility for achieving the purpose of the school library media curriculum resides in the collaborative efforts of the school library media teacher and staff, classroom teachers, students, support staff, administrators, boards of education, and communities.

The Library Media Core Curriculum¹

The elementary level of the Utah Library Media Core Curriculum is divided into three strands: information literacy, literature, and media literacy. At the secondary level, literature is integrated with the information literacy curriculum.

¹ The Utah Library Media Core Curriculum reflects concepts from many sources. The structure of the information literacy strand is based upon the Big6™, designed by Eisenberg and Berkowitz, as outlined in Eisenberg, Michael B. and Robert E. Berkowitz. Information Problem-Solving: The Big Six Skills Approach to Library & Information Skills Instruction. Norwood, New Jersey: Ablex Publishing Corporation, 1995. The basis of the media literacy strand is derived from four concepts combined by Elizabeth Thoman and adopted by the Media Education Laboratory as the four tenets of media literacy.

Strand One: Information Literacy

Information literacy is the ability to access, evaluate, and apply information in a variety of formats. The information literacy curriculum at both levels is based on the information problem-solving process called the Big6™. The Big6™ Problem-Solving Process is a systematic approach for solving life's essential questions or, on a daily basis, simply to satisfy "the need to know." This process allows students to be critical users of information, develop high standards for their work, and create quality products to communicate what they learn. When using the Big6™ Process, students apply the following skills and questions to guide them:

1. **Task Definition:** What needs to be done?
2. **Information-Seeking Strategies:** Which resources can I use?
3. **Location and Access:** Where can I find these resources?
4. **Use of Information:** Which information should I use from these resources?
5. **Synthesis:** How can I share what I learned?
6. **Evaluation:** How will I know I did my job well?

The process is sequential but accommodates branching, jumping out of sequence, and looping back to any previous stage. The Big6™ places Library Media Core Curriculum not in isolation, but as an integral part of all other curricula.

Strand Two: Literature

The purpose of the literature strand is to enrich a student's life by encouraging reading for pleasure, enrichment, and information. Students must have access to an abundance of books in all formats and other resources at varied interest and ability levels. These resources must provide for a wide range of learning styles in a diverse population. Literature develops the student's imagination and nurtures their thinking processes, providing wide and lifelong application.

Strand Three: Media Literacy

The aim of media literacy is for the student to make healthy and wise choices as a consumer of media. Students who are media literate are able to deal critically with local and mass media. As with information literacy, media literacy includes the ability to access, analyze, evaluate, and communicate information in a variety of formats, both print and non-print. The media literacy curriculum encourages balance by empowering the student to make informed choices, take responsibility as a learner, and as a member of society. Students must use judgment in managing media through awareness, analysis, and evaluation. Media literacy is education for social empowerment.

Collaboration Statement

The school library media curriculum requires collaboration between the school library media teacher and/or personnel and classroom teachers to ensure that learners become effective users of ideas and information. This involves working together in a joint effort to focus on student opportunities for intellectual development. Subjects are integrated through a team approach where all members plan learning, teaching, and assessing. Collaboration facilitates the creation of a professional community whose members work together in a mutually supportive way and share the craft of teaching. No curriculum stands alone--each is integral to the other. For instance, the information skills taught in the Library Media Core Curriculum are an integral part

of the research, experiments, and reports required in the Science Core. The end-of-level tests for science include specific questions that test the ability of students to use the information literacy skills of the Library Media K-6 Core Curriculum.

Affective stage of learning

To encourage successful effective learning, students must:

- Develop skills that allow for exploration and risk-taking in a nurturing, encouraging environment with high but attainable expectations;
- Recognize meaning in learning and connect it with real life situations;
- Feel a sense of ownership in the learning process;
- Be able to establish collaborative working relationships with other students and adults.

A solid learning base is established at the elementary level of the Library Media Core Curriculum and continues at the secondary level to challenge students with complex questions, conflicting facts and opinions, etc.

Working with the Utah Library Media Core Curriculum, school library media teachers and classroom teachers will promote:

- Students as self-directed, lifelong learners;
- Student confidence of self as a learner;
- Knowing and developing learning styles, strengths, needs, and interests;
- Understanding the nature of knowledge, that it is tentative and changing;
- Development of the tools of disciplines, e.g., effective communication, complex thinking, sources of information;
- Flexibility and fluency;
- Values for responsible citizenship;
- Knowing how to take charge of learning through investigation, decision making, problem solving, and self-evaluation;
- Applying knowledge and skill;
- Living consciously, actively, and responsibly.

Third Grade Library Media Core Curriculum¹

Strand One: Information Literacy²

Step One (Task Definition): What is the information problem that needs to be solved?

Standard 1: Students define an information problem and identify information needed to solve the problem.

Objective 1: Define an information problem.

- a. Recognize that an information need exists.
- b. Define the information problem.
- c. Describe and analyze the task (SS).
- d. Identify the topic with teacher help (LA).
- e. Explain how topics can be narrowed or broadened (LA).
- f. Formulate a variety of questions related to the topic, e.g., yes-no, open-ended (SS, LA).
- g. Identify subtopics and formulate a variety of questions related to them (SS, LA).
- h. Identify the audience for a final product (SS, LA).
- i. Compare a variety of presentation formats (SS, LA).
- j. Develop evaluation criteria based on elements of an effective product or presentation (SS).
- k. Select from a variety of methods to track individual progress by writing individually (LA).

Objective 2: Identify information needed.

- a. Identify and record information already known.
- b. Identify different kinds of information contained in textual, pictorial, and numerical sources (LA).
- c. Choose important words in research questions that could be used as search terms for print, audiovisual, or electronic resources.
- d. Distinguish between broad and narrow topics, e.g., birds vs. robins, vehicles vs. trucks.
- e. List the steps needed to complete a task.
- f. Track progress and summarize the sequence of Step 1, Task Definition (LA).

¹ Abbreviations in parentheses: These refer to other Core Curriculum in which the objective is similar, identical, or refers to a common concept. A key for integration:

(FA) Fine Arts, (HL) Responsible Healthy Lifestyles, (LA) Language Arts, (SC) Science, (SS) Social Studies

² Eisenberg, Michael B. and Robert E. Berkowitz, *Information Problem-Solving: The Big Six Skills © Approach to Library & Information Skills Instruction* (Norwood, New Jersey: Ablex Publishing), 1990.

Step Two (Information-Seeking Strategies): Which resources can I use?
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Standard 2: Students identify, evaluate, and select potential information resources available in or through the school library media center.

Objective 1: Identify a wide range of resources.

- a. Identify and describe general references, e.g., general encyclopedias, atlases, dictionaries, charts, maps, globes, pictures, periodicals, timelines, primary thesauri, almanacs, pamphlets (LA).
- b. Identify and use subject-specific references, e.g., science and history encyclopedias.
- c. Identify general collection resources, e.g., fiction and informational books, periodicals, audiovisual materials, general reference materials (LA).
- d. Identify people who are possible information resources, e.g., personal or electronic interviews or presentations.
- e. Identify and describe community resources, e.g., libraries, museums, businesses, government agencies.
- f. Identify and use electronic resources, e.g., CD-ROM, Pioneer, the Internet, telephone (LA).

Objective 2: Evaluate and select the best resources.

- a. Evaluate and select information resources that are understandable, available, relevant, and current.
- b. Distinguish between fact and opinion (LA).
- c. Compare and contrast information resources that show prejudice, stereotyping, and bias with information that does not.
- d. Select resources in a variety of formats (LA).
- e. Track progress and summarize the sequence of Step 2, Information-Seeking Strategies (LA).

Step Three (Location and Access): Where can I find these resources?
--

Standard 3: Students locate resources and access information within resources.

Objective 1: Locate identified resources.

- a. Locate within the school library media center, collection catalog, picture books, informational and fiction books, audiovisual materials, periodicals, and general reference (SS, LA).
- b. Apply knowledge of school library media center procedures and policies, e.g., rules, proper care of materials, requests for help, etiquette, and “netiquette.”
- c. Use the electronic cataloging system to search by subject, author, title.
- d. Locate computer information resources, e.g., CD-ROM, Pioneer, other Internet sites, e-mail, as available (LA).

- e. Locate picture books and fiction books by author's last name and informational books by the Dewey Decimal Classification number and other book spine information.

Objective 2: Access information within resources.

- a. Access information within print resources, e.g., illustrations, the title page, book jacket text, charts, graphs, table of contents, index, information boxes and sidebars, captions, headings and subheadings, copyright date, volume number, guide words, glossary, bibliography (LA).
- b. Demonstrate knowledge of operational procedures for accessing information in electronic resources (LA).
- c. Use appropriate interview techniques, e.g., prepare effective questions that relate to the topic and subtopics, arrange appointments, record the interview with audio, video, or note-taking.
- d. Track progress and summarize the sequence of Step 3, Location and Access.

Step Four (Use of Information): What can I use from these resources?

Standard 4: Students engage and extract information.

Objective 1: Engage information in a resource.

- a. Recall and organize previous knowledge of subject and build on that knowledge base (LA).
- b. Use questions formulated in Step 1, Task Definition, to guide reading, listening to, and viewing information (LA).
- c. Use headings and subheadings to help find information (LA).
- d. Identify a main idea under relevant headings, within written information.
- e. Read and interpret graphic information found in illustrations, maps, and charts (LA).
- f. Explain concepts and details gained through reading, listening, and viewing (LA).
- g. Interview experts using questions prepared in Step 3, Location and Access.

Objective 2: Extract information from resources.

- a. Select information that is understandable, available, relevant, and current.
- b. Develop note-taking skills to record information, e.g., take notes on cards, photocopy, download, dictate (LA).
- c. Paraphrase or summarize information to avoid plagiarism (LA).
- d. Record information sources in a simplified bibliographic citation format.
- e. Track progress and summarize the sequence of Step 4, Use of Information (LA).

Step Five (Synthesis): How can I share what I learned?

Standard 5: Students organize, synthesize, and present information.

Objective 1: Organize information from multiple sources.

- a. Select a product format that fits assignment and nature of information to be presented (see Appendix A, Possible Final Products Examples) (LA).
- b. Organize and integrate information, e.g., using sequencing, webbing.
- c. Create a first draft, gather feedback, and edit (LA).
- d. Record information sources in a bibliography using simplified bibliographic format (Appendix B).
- e. Identify and use a variety of technologies for sharing information, e.g., word processing, photographing, audio recording, drawing illustrations, creating multimedia computer presentations (LA).
- f. Apply previously established evaluation criteria (Step 1, Task Definition) and revise draft accordingly.

Objective 2: Present information.

- a. Describe good oral presentation techniques, e.g., face audience, speak slowly and clearly, project voice to back of room, show visuals effectively (LA).
- b. Rehearse to meet presentation criteria (LA).
- c. Identify strengths and weaknesses of rehearsal presentation and revise accordingly (LA).
- d. Prepare the facility for final presentation.
- e. Use facilities, resources, and equipment responsibly for the production and presentation, e.g., staging, props, seating arrangements, sound system, software and hardware.
- f. Anticipate, prepare for, and elicit audience reaction, e.g., questions, comments, applause (LA).
- g. Present final product (LA).
- h. Track progress and summarize the sequence of Step 5, Synthesis (LA).

Step Six (Evaluation): How will I know I did my job well?
--

Standard 6: Students evaluate the product and the process.

Objective 1: Evaluate the product.

- a. Assess product effectiveness using objective evaluation criteria established in Step 1, Task Definition.
- b. Use personal criteria, such as quality of product and level of personal effort, to evaluate the product.
- c. Assess reaction from the audience, e.g., peers, teachers, parents, judges (LA).
- d. Summarize what went well and what should be improved in future products (LA).

Objective 2: Evaluate the process.

- a. Recall activities and impressions during each step of the Big6™ Process (LA).
- b. Assess the process for effectiveness and efficiency.
- c. Reflect on and record one's assessment of the process, e.g., what was done well and why, what could have been improved, what was difficult and why (LA).

Strand Two: Literature

Students develop an awareness of and interaction with literature in a variety of formats for the purpose of personal enrichment and information.

Standard 7: Students explore print material to learn how physical features of books and other resources contribute to meaning.

Objective 1: Demonstrate how pictures and text convey meaning.

- a. Describe how pictures convey meaning through shape, space, color, line, medium, perspective, and composition (LA).
- b. Create a picture book to demonstrate how text conveys meaning through words, sentences, and pages (SS, LA).

Objective 2: Demonstrate an understanding of the physical features of books and other library resources.

- a. Locate and define the parts of a book, e.g., author and illustrator names, title page, endpapers, dedication page, text, table of contents, glossary, index, copyright information, publisher, bibliography (LA).
- b. Identify, describe, and use the display features of electronic resources, e.g., buttons, scroll bars, menus, hot links (LA).

Standard 8: Students explore various aspects of literature in books and other formats.

Objective 1: Identify the contribution of authors and illustrators in the creation of literature.

- a. Describe the role of the author (LA).
- b. Describe elements of literary style, e.g., tone or feeling, sentence patterns, pacing, voice (LA).
- c. Describe the role of the illustrator.
- d. Analyze illustrations for compositional elements, e.g., shape, space, color, line, medium, perspective.

Objective 2: Identify and describe the elements of “story.”

- a. Describe the elements of “story,” e.g., character, setting, plot, point-of-view, theme (LA).
- b. Identify and describe the techniques used by authors and illustrators to give definition to characters, e.g., verbal and visual descriptions, dialogue (LA).
- c. Summarize the plot of stories and retell stories in sequence (LA).
- d. Identify and describe the themes in stories, e.g., resolving conflict, achievement (SS).
- e. Identify and explain setting and how it affects the action and characters (LA).
- f. Identify and explain point-of-view, i.e., who tells the story.

Objective 3: Explore and compare different types of literature to enrich and expand the reading experience.

- a. Identify and describe the characteristics of various types of literature, e.g., fables, poetry, drama, realistic fiction, fantasy, folktales, fairy tales, myths, historical fiction (SS, LA).
- b. Read informational works, e.g., science, art, “how-to” books, technology, sports and recreation, pets, communication, transportation, economics, ecology, reference (SS, LA).

Standard 9: Students value the contribution of reading to becoming self-directed, lifelong learners.

Objective 1: Listen to and read a variety of literature to enhance selection.

- a. Identify and list a variety of evaluative criteria to use when selecting materials, e.g., interest, readability, relevance, currency.
- b. Define and read a variety of literary formats, e.g., novelty books, periodicals, multimedia (LA).
- c. Listen to, read, and define quality literature, e.g., award books, classics, “notable” or “best” books, works of distinguished authors and illustrators (LA).

Objective 2: Recognize, as readers, how literature offers a wide variety of life experiences and perspectives.

- a. Recognize how reading can inform, delight, and enrich (LA).
- b. Describe insights from and connections to fictional characters, people, and cultures from the past and present (SS, LA).
- c. Develop empathy and perspective through interaction with a story’s characters, setting, or plot (LA).

Strand Three: Media Literacy

Standard 10 (Awareness): Students will be aware that media literacy as a life skill is integral to modern citizenship, informed decision-making and healthy lifestyles.

Objective 1: Use basic terms and concepts of media.

- a. Define with examples basic terms, e.g., media, media literacy, mass media, local media.
- b. List and describe a variety of media and the advantages and limitations of each, e.g., availability, cost, audience appeal, frequency, and ease of use.

Objective 2: Demonstrate how the use of media can broaden the educational experience.

- a. Explain vicarious experiences gained through media, e.g., cultural, geographic, and historic insights (SS, LA).
- b. Explain how media experiences have the potential to help develop creativity and change values, lives, or perspectives (HL).

Objective 3: Identify citizens' rights and responsibilities with respect to media.

- a. Describe ethically and legally responsible ways in which to use print and non-print media (SS).
- b. Locate and identify symbols of copyright and trademarks in or on print and non-print media.
- c. Identify and list how to be active consumers of media, e.g., respond with letters to editors, letters and telephone calls to station programmers and advertisers (SS).

Objective 4: Demonstrate how cultural heritage and experiences influence interpretation of media.

- a. Recognize the value of differing viewpoints (SS, LA).
- b. Describe how emotions and experiences influence understanding and interpretation of media.
- c. Recognize how social and cultural attitudes and backgrounds can influence responses to media, e.g., sports ability bias, gender bias.

Objective 5: Recognize the purposeful and careful construction of media productions.

- a. Recognize how media productions may be constructed to create or influence a perception of reality.
- b. Identify examples of real, realistic, and unreal content in media, e.g., a horse, a wooden horse, a unicorn.
- c. Identify examples of advertising targeted at young viewers, e.g., condoning rudeness, advertisements for toys, games, cereal and snacks, clothing with logos (HL, SS).

Standard 11 (Analysis): Students analyze elements of media messages to understand their forms and functions, content, intent, and effects on the receiver.

Objective 1: Analyze techniques used to construct media messages.

- a. List and define elements of communication, i.e., sender, message, receiver.
- b. Identify and describe the purposes of media messages (HL, SS).
- c. Identify examples of how sound is manipulated in constructing media messages, e.g., music, sound effects, decibel level.
- d. Identify examples of visual effects used in constructing media messages, e.g., camera angles, zooms, cuts, color, graphics, lighting.

Objective 2: Analyze, question, and think critically about media messages.

- a. Summarize the content of media messages (SS, LA).
- b. Differentiate between advertisements and other content material, e.g., television, periodicals, radio, the Internet (HL).
- c. Identify fact and opinion in a variety of media messages (SS, LA).
- d. Identify persuasive techniques in advertising, e.g., fantasy, “happy families,” negative side-by-side comparison.
- e. Recognize a balance of diversity in media messages, e.g., gender, age, ethnic representation, physical and mental ability representation.

Objective 3: Analyze effects of media messages on the receiver.

- a. List a variety of the possible effects of advertising, e.g., satisfaction vs. disillusionment, healthy vs. unhealthy choices (HL, SS).
- b. Identify media messages for ethics and values, e.g., honesty, responsibility, caring, respect, trust, justice.
- c. Contrast the consequences of “staged” violence portrayed in media, e.g., property damage, physical harm, with the consequences of violence in real life.

Standard 12 (Evaluation): Students evaluate elements and intended results of media messages to facilitate selection for personal and educational use.

Objective 1: Critique the aesthetic elements of media messages.

- a. List criteria for the use of selected visual techniques in media messages, e.g., color graphics.
- b. List criteria for selected examples of time manipulation in media messages, e.g., slow motion, instant replay.

Objective 2: Evaluate the effectiveness of media for intended results from targeted audiences.

- a. Analyze print and non-print versions of the same media message (SS).
- b. Identify examples of stereotyping (SS).

Objective 3: Evaluate and select media for personal and educational use.

- a. Compare the amount of time devoted to media with the amount of time devoted to reading, exercise, participation sports, the arts.

- b. Make wise media choices by consulting with parents and teachers.
- c. Evaluate media messages for accuracy and authenticity, e.g., verify facts with additional resources (HL, SS).
- d. Evaluate and select media materials to meet educational needs, e.g., presentations, research.

Standard 13 (Production): Students produce media messages in selected formats.

Objective 1: Students prepare messages for presentation by using a multi-step planning process.

- a. Determine message to convey.
- b. Define the target audience for message, e.g., peers, parents, community.
- c. Select the most appropriate medium for each message, e.g., poster, brochure, advertisement.
- d. Identify items needed for presentations, e.g., art materials, video equipment.

Objective 2: Students develop and apply criteria for quality media productions.

- a. Identify criteria for quality media productions.
- b. Select components of the medium, e.g., format, materials, color, design, size, graphics, sound.
- c. Draft and refine message, e.g., storyboarding, sketching, editing.
- d. Identify good presentation techniques.
- e. Cite sources used in productions.

Objective 3: Students present or exhibit media messages and evaluate their final products.

- a. Plan and prepare presentation settings.
- b. Practice good presentation techniques, e.g., face audience, speak slowly and clearly, project voice to back of room.
- c. Present media messages to appropriate group, e.g., peers, parents, community.
- d. Evaluate final products for effectiveness.

Fourth Grade Library Media Core Curriculum¹

Strand One: Information Literacy²

Step One (Task Definition): What is the information problem that needs to be solved?

Standard 1: Students define an information problem and identify information needed to solve the problem.

Objective 1: Define an information problem.

- a. Recognize that an information need exists (SS).
- b. Define the information problem (SS).
- c. Describe and analyze the task (SS).
- d. Identify the topic with teacher help (SS, LA).
- e. Demonstrate that topics can be narrowed or broadened (SS, LA).
- f. Formulate a variety of questions related to the topic, e.g., yes-no, open-ended (SS, LA).
- g. Identify and distinguish subtopics from topics and formulate a variety of questions related to them (SS, LA).
- h. Identify the audience in preparing and presenting a final product (SS, LA).
- i. Compare a variety of presentation formats (SS, LA).
- j. Develop evaluation criteria based on elements of an effective product or presentation (SS).
- k. Select from a variety of methods to track individual progress (LA).

Objective 2: Identify information needed.

- a. Identify and record information already known (LA).
- b. Compare different kinds of information contained in textual, pictorial, and numerical sources (SS).
- c. Identify and select subject and keyword search terms for print, audiovisual, or electronic resources (SS).
- d. Narrow or broaden subject and keyword search terms for print, audiovisual, or electronic resources (SS).
- e. Construct a timeline to complete the task using the Big 6TM Information Problem-Solving Process (SS).
- f. Track progress and summarize the sequence of Step 1, Task Definition (SS, LA).

¹ Abbreviations in parentheses: These refer to other Core Curriculum in which the objective is similar, identical, or refers to a common concept. A key for integration:

(FA) Fine Arts, (HL) Responsible Healthy Lifestyles, (LA) Language Arts, (SC) Science, (SS) Social Studies

² Eisenberg, Michael B. and Robert E. Berkowitz, *Information Problem-Solving: The Big Six Skills © Approach to Library & Information Skills Instruction* (Norwood, New Jersey: Ablex Publishing), 1990.

Step Two (Information-Seeking Strategies): Which resources can I use?
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Standard 2: Students identify, evaluate, and select potential information resources available in or through the school library media center.

Objective 1: Identify a wide range of resources.

- a. Identify and describe general references, e.g., general encyclopedias, atlases, dictionaries, charts, maps, globes, pictures, periodicals, timelines, thesauri, almanacs, pamphlets, indexes (SS, LA).
- b. Identify, use, and describe subject-specific references, e.g., science and history encyclopedias, historical atlases, sports encyclopedias, biographical dictionaries.
- c. Identify and describe general collection resources, e.g., fiction and informational books, periodicals, audiovisual materials, general reference materials (LA).
- d. Identify people who are possible information resources, e.g., personal or electronic interviews or presentations.
- e. Compare community resources, e.g., libraries, museums, businesses, government agencies.
- f. Use electronic resources, e.g., CD-ROM, Pioneer, the Internet, telephone (LA).

Objective 2: Evaluate and select the best resources.

- a. Evaluate and select information resources that are understandable, available, relevant, current, and valid (LA).
- b. Distinguish between fact and opinion (LA).
- c. Compare and contrast information resources that show prejudice, stereotyping, and bias with information that does not.
- d. Select resources in a variety of formats (LA).
- e. Track progress and summarize the sequence of Step 2, Information-Seeking Strategies (LA).

Step Three (Location and Access): Where can I find these resources?
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Standard 3: Students locate resources and access information within resources.

Objective 1: Locate identified resources.

- a. Locate within the school library media center, collection catalog, picture books, informational and fiction books, audiovisual materials, periodicals, and general reference (LA).
- b. Apply knowledge of school library media center procedures and policies, e.g., rules, proper care of materials, requests for help, etiquette, and “netiquette,” inter-library loan procedures.
- c. Use the electronic cataloging system to search by subject, author, title, keyword, series title (LA).
- d. Locate and use computer information resources, e.g., CD-ROM, Pioneer, e-mail, such Internet sites as periodical and poetry indexes, as available (LA).

- e. Locate fiction books in alphabetical order by author's last name and biographies and other informational books by the Dewey Decimal Classification number and other book spine information.

Objective 2: Access information within resources.

- a. Access information within print resources, e.g., table of contents, index, headings and subheadings, copyright date, volume number, guide words, glossary, bibliography, author's notes, introduction, footnotes, appendixes (SS, LA).
- b. Demonstrate knowledge of operational procedures for accessing information in electronic resources (LA).
- c. Use appropriate interview techniques, e.g., prepare effective yes-no and open-ended questions that relate to the topic and subtopics, arrange appointments, record the interview with audio, video, or note-taking (SS, LA).
- d. Record progress and reflections on the sequence of Step 3, Location and Access (LA).

Step Four (Use of Information): What can I use from these resources?

Standard 4: Students engage and extract information.

Objective 1: Engage information in a resource.

- a. Recall and organize previous knowledge of subject and build on that knowledge base (LA).
- b. Use questions formulated in Step 1, Task Definition, to guide reading, listening to, and viewing information (LA).
- c. Use headings and subheadings to help find information (LA).
- d. Identify a main idea under relevant headings, within written information (LA).
- e. Read and interpret graphic information found in illustrations, maps, and charts (SS, LA).
- f. Determine significant concepts and details gained through reading, listening, and viewing (LA).
- g. Interview experts using questions prepared in Step 3, Location and Access (SS).

Objective 2: Extract information from resources.

- a. Evaluate and select information that is understandable, available, relevant, current, and objective (LA).
- b. Develop note-taking skills to record information, e.g., take notes on cards, photocopy, download, dictate (LA).
- c. Paraphrase or summarize information to avoid plagiarism (LA).
- d. Use direct quotation skills in note-taking, when needed (LA).
- e. Record information sources in an approved bibliographic citation format.
- f. Record progress and reflections on the sequence of Step 4, Use of Information (LA).

Step Five (Synthesis): How can I share what I learned?

Standard 5: Students organize, synthesize, and present information.

Objective 1: Organize information from multiple sources.

- a. Select a product format that fits assignment and nature of information to be presented (see Appendix A, Possible Final Products Examples) (LA).
- b. Organize and integrate information, e.g., using sequencing, webbing, outlining (LA).
- c. Create a first draft, gather feedback, edit, and refine (LA).
- d. Organize and record information sources in a bibliography using approved bibliographic format (Appendix C).
- e. Use appropriate technologies, e.g., word processing, photographing, audio recording, drawing and capturing illustrations, creating multimedia computer presentations, videotaping (LA).
- f. Apply previously established evaluation criteria (Step 1, Task Definition) and revise draft accordingly.

Objective 2: Present information.

- a. Demonstrate good oral presentation techniques, e.g., face audience, speak slowly and clearly, project voice to back of room, show visuals effectively, use voice inflection (LA).
- b. Rehearse to meet presentation criteria (LA).
- c. Describe strengths and weaknesses of rehearsal presentation and revise accordingly (LA).
- d. Prepare the facility for final presentation.
- e. Use facilities, resources, and equipment responsibly for the production and presentation, e.g., staging, props, seating arrangements, sound system, software and hardware, lighting.
- f. Anticipate, prepare for, and elicit audience reaction, e.g., questions, comments, applause (LA).
- g. Present final product (LA).
- h. Record progress and reflections on the sequence of Step 5, Synthesis (LA).

Step Six (Evaluation): How will I know I did my job well?
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Standard 6: Students evaluate the product and the process.

Objective 1: Evaluate the product.

- a. Assess product effectiveness using objective evaluation criteria established in Step 1, Task Definition.
- b. Use personal criteria, such as quality of product and level of personal effort, to evaluate the product.
- c. Assess reaction from the audience, e.g., peers, teachers, parents, judges (LA).
- d. Summarize what went well and what should be improved in future products.

Objective 2: Evaluate the process.

- a. Recall activities and impressions during each step of the Big6™ Process (LA).
- b. Assess the process for effectiveness and efficiency (LA).
- c. Reflect on and record one's assessment of the process, e.g., what was done well and why, what could have been improved, what was difficult and why (LA).

Strand Two: Literature

Students develop an awareness of and interaction with literature in a variety of formats for the purpose of personal enrichment and information.

Standard 7: Students explore print material to learn how physical features of books and other resources contribute to meaning.

Objective 1: Demonstrate how graphic material conveys meaning.

- a. Explain how illustrations, charts, graphs, and maps enhance understanding of the text (SS, LA).
- b. Use graphics to enhance writing and research projects, e.g., illustrations, charts, graphs, maps (SS, LA).

Objective 2: Demonstrate an understanding of the physical features of books and other library resources.

- a. Locate and define the parts of a book, e.g., title and half-title pages, table of contents, glossary, index, copyright information, publisher, bibliography, appendix, author and illustrator notes (SS, LA).
- b. Identify, describe, and use the display features of electronic resources, e.g., buttons, scroll bars, menus, hot links (SS, LA).

Standard 8: Students explore various aspects of literature in books and other formats.

Objective 1: Identify the contribution of authors and illustrators in the creation of literature.

- a. Explain the role of the author (LA).
- b. Describe, with examples, the components of literary style, e.g., sentence patterns, pacing, voice, alliteration, personification (LA).
- c. Compare the roles of the author and illustrator.
- d. Reproduce compositional elements in illustrations, e.g., shape, space, color, line, medium, perspective.

Objective 2: Identify and describe the elements of “story.”

- a. Find examples of the elements of “story,” e.g., character, setting, plot, point-of-view, theme (LA).
- b. Identify and explain the techniques used by authors and illustrators to give definition to characters, e.g., verbal and visual descriptions, dialogue.
- c. Identify the elements of the plot, i.e., rising action, climax, and ending (LA).
- d. Identify and describe the themes in stories, e.g., loyalty, determination, courage.
- e. Identify and explain setting and how it affects the action, characters, and theme.
- f. Identify point-of-view, i.e., who tells the story, and explain how authors and illustrators establish point-of-view.

Objective 3: Explore and compare different types of literature to enrich and expand the reading experience.

- a. Identify and describe the characteristics of various types of literature, e.g., fables, poetry, drama, realistic fiction, fantasy, folktales, fairy tales, myths, historical fiction, science fiction (SS, LA).
- b. Read informational works, e.g., science, art, “how-to” books, technology, sports and recreation, pets, communication, transportation, economics, ecology, reference, history, geography (SS, LA).

Standard 9: Students value the contribution of reading to becoming self-directed, lifelong learners.

Objective 1: Listen to and read a variety of literature to enhance selection.

- a. Define and use a variety of evaluative criteria when selecting materials, e.g., interest, readability, relevance, currency, accuracy (LA).
- b. Distinguish among and read a variety of literary formats, e.g., periodicals, multimedia, short stories (LA).
- c. Listen to, read, and distinguish among works of literary quality, e.g., award books, classics, “notable” or “best” books, works of distinguished authors and illustrators (LA).

Objective 2: Recognize, as readers, how literature offers a wide variety of life experiences and perspectives.

- a. Recognize how reading can inform, delight, and enrich (LA).
- b. Share insights from and connections to fictional characters, people, and cultures from the past and present (SS, LA).
- c. Develop empathy and perspective through interaction with a story’s characters, setting, plot, or theme (LA).

Strand Three: Media Literacy

Standard 10 (Awareness): Students will be aware that media literacy as a life skill is integral to modern citizenship, informed decision-making and healthy lifestyles.

Objective 1: Use basic terms and concepts of media.

- a. Define and explain basic terms, e.g., media, media literacy, mass media, local media.
- b. Classify, as print or non-print, a variety of media and list the advantages and limitations of each, e.g., availability, cost, audience appeal, frequency, and ease of use (HL).

Objective 2: Demonstrate how the use of media can broaden the educational experience.

- a. Use examples to show how vicarious experience through media can provide cultural, geographic, and historic insights (LA).
- b. Explain how media experiences have the potential to help develop creativity and change perspectives, values, or lives (HL).

Objective 3: Explain citizens' rights and responsibilities with respect to media.

- a. Explain ethically and legally responsible ways in which to use print and non-print media (SS).
- b. Identify bibliographic and other important information in print and non-print media, e.g., title, author, director, producer, copyright date, copyright and duplication warnings.
- c. Identify and list how to be active consumers of media, e.g., respond with letters to editors, letters and telephone calls to station programmers and advertisers, flyers, posters (SS).

Objective 4: Demonstrate how cultural heritage and experiences influence interpretation of media.

- a. Recognize the value of differing viewpoints (LA).
- b. Describe and explain how emotions and experiences influence understanding and interpretation of media.
- c. Explain how social and cultural attitudes and backgrounds influence understanding and interpretation of media, e.g., gender bias, ethnic and cultural content.

Objective 5: Recognize the purposeful and careful construction of media productions.

- a. Explain how media productions may be constructed to create or influence a perception of reality (HL).
- b. Classify examples of real, realistic, and unreal content in media, e.g., a dinosaur artifact, a dinosaur museum replica, a cartoon representation of a dinosaur (LA).
- c. Identify examples of advertising with multiple messages, e.g., associating increased athletic ability with certain products, promoting certain cereals as healthy (HL).

Standard 11 (Analysis): Students analyze elements of media messages to understand their forms and functions, content, intent, and effects on the receiver.

Objective 1: Analyze techniques used to construct media messages.

- a. List and describe elements of communication, i.e., sender, message, receiver.
- b. Identify and describe, with examples, the purposes and perspectives of media messages (HL, SS).
- c. Identify examples of how sound is manipulated in constructing media messages, e.g., music, sound effects, decibel level (HL).
- d. Identify visual effects used in constructing media messages, e.g., shot selection, camera angles, zooms, cuts, color, graphics, wipes, dissolves, lighting, flashback (HL).
- e. Describe how written and verbal texts are manipulated in constructing a media message, e.g., amount, color, repetition of text, pace, content, volume (HL).
- f. Describe how editing alters media messages (HL).

Objective 2: Analyze, question, and think critically about media messages.

- a. Summarize the content of media messages (LA).
- b. Differentiate between advertisements and other content material, e.g., television, periodicals, radio, the Internet, movies, videos, “infomercials.”
- c. Discuss the possible intents, obvious and hidden, of media messages, e.g., in advertising, educational programming, public service announcements (HL).
- d. Identify fact and opinion in a variety of media messages (HL, LA).
- e. Identify persuasive techniques in advertising, e.g., negative side-by-side comparison, “torture test,” “plain folks,” health and nature, theatrical extravaganza (HL).
- f. Compare and contrast media messages for a balance of diversity, e.g., gender, age, ethnic representation, physical and mental ability, and socio-economic level.

Objective 3: Analyze effects of media messages on the receiver.

- a. Predict the possible effects of advertising, e.g., accurate vs. misleading information, positive vs. damaging portrayals (HL, SS).
- b. Identify media messages for ethics and values, e.g., honesty, responsibility, caring, respect, trust, justice (HL).
- c. Explain possible effects of viewing gratuitous violence and other excessive behaviors, e.g., promoting fear, promoting aggressive behavior, increasing desire for more violent programming, desensitizing viewers, encouraging imitative behavior, offering unrealistic solutions to problems (HL).

Standard 12 (Evaluation): Students evaluate elements and intended results of media messages to facilitate selection for personal and educational use.

Objective 1: Critique the aesthetic elements of media messages.

- a. Apply criteria for the effective use of selected visual techniques in media messages, e.g., color graphics, zooms, cuts.

- b. Apply criteria for the effective use of time manipulation in media messages, e.g., slow motion, instant replay, time lapse.
- c. List criteria for the effective use of written and verbal text in media messages, e.g., color, volume (loudness), pace.

Objective 2: Evaluate the effectiveness of media for intended results from targeted audiences.

- a. Analyze print and non-print versions of the same media message.
- b. Identify and assess the impact of stereotyping on various groups.

Objective 3: Evaluate and select media for personal and educational use.

- a. Analyze the amount of time devoted to media with the amount of time devoted to reading, exercise, participation sports, the arts.
- b. Recognize criteria and evaluative resources in making wise media choices, e.g., conferring with parents and teachers, consulting reviews and ratings.
- c. Evaluate media messages for accuracy, authenticity, and relevance, e.g., verify facts with additional resources.
- d. Evaluate and select media materials to meet educational needs, e.g., presentations, research (LA).

Standard 13 (Production): Students produce media messages in selected formats.

Objective 1: Students prepare messages for presentation by using a multi-step planning process.

- a. Determine message to convey, considering content, intent, and length.
- b. Define the target audience for message, e.g., peers, parents, community.
- c. Select the most appropriate medium for each message, e.g., poster, brochure, advertisement.
- d. Identify items needed for presentations, e.g., art materials, video or recording equipment.

Objective 2: Students develop and apply criteria for quality media productions.

- a. Establish criteria for quality media productions.
- b. Select components of the medium, e.g., format, materials, color, design, size, graphics, sound.
- c. Draft and refine message, e.g., storyboarding, sketching, editing.
- d. Identify good presentation techniques.
- e. Cite sources used in productions.

Objective 3: Students present or exhibit media messages and evaluate their final products.

- a. Plan and prepare presentation settings.
- b. Practice good presentation techniques, e.g., face audience, speak slowly and clearly, project voice to back of room.
- c. Present media messages to appropriate group, e.g., peers, parents, community.
- d. Evaluate final products for effectiveness.

Fifth Grade Library Media Core Curriculum¹

Strand One: Information Literacy²

Step One (Task Definition): What is the information problem that needs to be solved?

Standard 1: Students define an information problem and identify information needed to solve the problem.

Objective 1: Define an information problem.

- a. Define the information problem.
- b. Describe and analyze the task.
- c. Identify the topic with teacher help (LA).
- d. Demonstrate that topics can be narrowed or broadened (LA).
- e. Formulate a variety of questions related to the topic, e.g., yes-no, open-ended, probing (LA).
- f. Determine subtopics and formulate a variety of questions related to them (LA).
- g. Analyze the audience in preparing and presenting a final product (LA).
- h. Compare and select possible presentation formats for a final product (LA).
- i. Establish evaluation criteria or rubrics for products, presentation, and process (LA).
- j. Select from a variety of methods to track individual progress.

Objective 2: Identify information needed.

- a. Identify, record, and evaluate for relevance information already known (LA).
- b. Determine types of information, i.e., textual, pictorial, or numerical, needed to complete task (LA).
- c. Identify and select subject and keyword search terms for print, audiovisual, or electronic resources (LA).
- d. Narrow or broaden subject and keyword search terms for print, audiovisual, or electronic resources.
- e. Construct a timeline to complete the task using the Big 6™ Information Problem-Solving Process.
- f. Record progress and summarize the sequence of Step 1, Task Definition (LA).

¹ Abbreviations in parentheses: These refer to other Core Curriculum in which the objective is similar, identical, or refers to a common concept. A key for integration:

(FA) Fine Arts, (HL) Responsible Healthy Lifestyles, (LA) Language Arts, (SC) Science, (SS) Social Studies

² Eisenberg, Michael B. and Robert E. Berkowitz, *Information Problem-Solving: The Big Six Skills © Approach to Library & Information Skills Instruction* (Norwood, New Jersey: Ablex Publishing), 1990.

Step Two (Information-Seeking Strategies): Which resources can I use?
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Standard 2: Students identify, evaluate, and select potential information resources available in or through the school library media center.

Objective 1: Identify a wide range of resources.

- a. Identify and describe general references, e.g., general encyclopedias, atlases, dictionaries, charts, maps, globes, pictures, periodicals, timelines, thesauri, almanacs, pamphlets, indexes, handbooks (LA).
- b. Identify, use, and describe subject-specific references, e.g., science and history encyclopedias, historical atlases, sports encyclopedias, biographical and geographical dictionaries (LA).
- c. Describe and compare general collection resources, e.g., fiction and informational books, periodicals, audiovisual materials, general reference materials.
- d. Identify people who are possible resources, e.g., personal or electronic interviews or presentations.
- e. Compare community resources, e.g., libraries, museums, businesses, government agencies.
- f. Analyze and compare content of electronic resources, e.g., CD-ROM, Pioneer, the Internet, telephone (LA).

Objective 2: Evaluate and select the best resources.

- a. Evaluate and select information resources that are understandable, available, relevant, current, valid, and authoritative (LA).
- b. Classify information based on fact and opinion (LA).
- c. Select and evaluate information resources for objectivity, i.e., information that does not show prejudice, stereotyping, bias, and propaganda.
- d. Select resources in a variety of formats (LA).
- e. Track progress and summarize the sequence of Step 2, Information-Seeking Strategies (LA).

Step Three (Location and Access): Where can I find these resources?
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Standard 3: Students locate resources and access information within resources.

Objective 1: Locate identified resources.

- a. Locate within the school library media center, collection catalog, picture books, informational and fiction books, audiovisual materials, periodicals, general reference, and any special collections.
- b. Apply knowledge of school library media center procedures and policies, e.g., rules, proper care of materials, requests for help, etiquette, and “netiquette,” inter-library loan procedures.

- c. Use electronic search strategies, such as Boolean operators, wildcards, and special punctuation, for finding information within resources, e.g., subject, author, title, keyword, series title, bookmarks, date (LA).
- d. Use computer information resources, e.g., CD-ROM, Pioneer, e-mail, such Internet sites as periodical and poetry indexes, full-text resources, as available (LA).
- e. Use location skills for finding print and non-print sources, e.g., alphabetical order, book spine information, the Dewey Decimal Classification number, relationship between call number and location.

Objective 2: Access information within resources.

- a. Access information within print resources, e.g., copyright date, volume number, guide words, glossary, bibliography, author's notes, introduction, footnotes, appendixes, preface (LA).
- b. Demonstrate knowledge of operational procedures for accessing information in electronic resources (LA).
- c. Use appropriate interview techniques, e.g., prepare effective yes-no, open-ended, and probing questions that relate to the topic and subtopics, arrange appointments, record the interview with audio, video, or note-taking (LA).
- d. Record progress and reflections on the sequence of Step 3, Location and Access (LA).

Step Four (Use of Information): What can I use from these resources?

Standard 4: Students engage and extract information.

Objective 1: Engage information in a resource.

- a. Recall and organize previous knowledge of subject and build on that knowledge base.
- b. Use questions formulated in Step 1, Task Definition, to guide reading, listening to, and viewing information (LA).
- c. Skim headings and subheadings for organization of information within resource (LA).
- d. Skim information for main idea under relevant headings (LA).
- e. Read and interpret graphic information found in illustrations, maps, charts, graphs, tables, etc. (SS, LA).
- f. Determine significant concepts and details gained through reading, listening, and viewing (LA).
- g. Interview experts using questions prepared in Step 3, Location and Access, and verify the information.

Objective 2: Extract information from resources.

- a. Evaluate and select information that is understandable, available, relevant, current, objective, and valid (HL, LA).
- b. Apply note-taking skills, e.g., take notes on cards, photocopy, download, dictate, highlighting most significant information (LA).
- c. Paraphrase or summarize information to avoid plagiarism (LA).
- d. Use direct quotation skills in note-taking, when needed, and verify quote (LA).
- e. Record information sources in an approved bibliographic citation format.
- f. Record progress and reflections on the sequence of Step 4, Use of Information (LA).

Step Five (Synthesis): How can I share what I learned?

Standard 5: Students organize, synthesize, and present information.

Objective 1: Organize information from multiple sources.

- a. Select a product format that fits assignment and nature of information to be presented (see Appendix A, Possible Final Products Examples) (SS, LA).
- b. Organize and integrate information, e.g., using sequencing, webbing, outlining (SS, LA).
- c. Create a first draft, gather feedback, edit, and refine (LA).
- d. Organize and record information sources in a bibliography using approved citation format for bibliography, footnotes, endnotes, or credits.
- e. Use appropriate technologies, e.g., word processing, photographing, audio recording, drawing and capturing illustrations, creating multimedia computer presentations, videotaping (FA, LA).
- f. Apply previously established evaluation criteria (Step 1, Task Definition) and revise draft accordingly.

Objective 2: Present information.

- a. Demonstrate good oral presentation techniques, e.g., face audience, speak slowly and clearly, project voice to back of room, show visuals effectively, use voice inflection, add relevant body language (LA).
- b. Rehearse to meet presentation criteria (LA).
- c. Gather feedback, discuss strengths and weaknesses of rehearsal presentation, and revise accordingly (LA).
- d. Prepare the facility for final presentation.
- e. Use facilities, resources, and equipment responsibly for the production and presentation, e.g., staging, props, seating arrangements, sound system, software and hardware, lighting.
- f. Anticipate, prepare for, and elicit audience reaction, e.g., questions, comments, applause (LA).
- g. Present final product (LA).
- h. Record progress and reflections on the sequence of Step 5, Synthesis (LA).

Step Six (Evaluation): How will I know I did my job well?
--

Standard 6: Students evaluate the product and the process.

Objective 1: Evaluate the product.

- a. Assess product effectiveness using objective evaluation criteria established in Step 1, Task Definition.
- b. Use personal criteria, such as quality of product and level of personal effort, to evaluate the product and justify assessment.
- c. Assess reaction from the audience, e.g., peers, teachers, parents, judges (LA).
- d. Summarize what went well and what should be improved in future products.

Objective 2: Evaluate the process.

- a. Recall activities and impressions during each step of the Big6™ Process (LA).
- b. Assess the process for effectiveness and efficiency.
- c. Reflect on and record one's assessment of the process, e.g., what was done well and why, what could have been improved, what was difficult and why, in which step did the most learning take place and why (LA).

Strand Two: Literature

Students develop an awareness of and interaction with literature in a variety of formats for the purpose of personal enrichment and information.

Standard 7: Students explore print material to learn how physical features of books and other resources contribute to meaning.

Objective 1: Demonstrate how graphic material conveys meaning.

- a. Explain how sidebars and timelines enhance understanding of the text (LA).
- b. Use graphics to enhance writing and research projects, e.g., illustrations, charts, graphs, maps, timelines (SS, LA).

Objective 2: Demonstrate an understanding of the physical features of books and other library resources.

- a. Locate, define, and identify the purposes of the parts of a book, e.g., copyright information, publisher, bibliography, appendix, author and illustrator notes, introduction, preface (LA).
- b. Identify, describe, and use the display features of electronic resources, e.g., buttons, scroll bars, menus, hot links (LA).

Standard 8: Students explore various aspects of literature in books and other formats.

Objective 1: Identify the contribution of authors and illustrators in the creation of literature.

- a. Describe the steps authors use to write books.
- b. Infer how known stories would differ if there were changes in one of the components of literary style, e.g., pacing, sentence patterns, mood, rhythm, voice, alliteration, personification (LA).
- c. Describe the process an illustrator uses to create pictures for a book.
- d. Create illustrations for stories using a combination of compositional elements, e.g., shape, space, color, line, medium, perspective.

Objective 2: Identify and describe the elements of “story.”

- a. Find examples of the elements of “story” in favorite books, e.g., setting, characters, plot, point-of-view, theme (LA).
- b. Select a favorite character and analyze the author or illustrator’s techniques to give definition to the character, e.g., verbal and visual descriptions, dialogue.
- c. Identify and describe the plots of stories indicating rising action, climax, and ending (LA).
- d. Categorize stories by theme.
- e. Modify setting in particular stories and predict the effects on the action, characters, and theme (LA).
- f. Identify point-of-view, i.e., who tells the story, and explain how authors and illustrators establish point-of-view.

Objective 3: Explore and compare different types of literature to enrich and expand the reading experience.

- a. Identify and describe the characteristics of various types of literature, e.g., fables, poetry, drama, realistic fiction, fantasy, folktales, fairy tales, myths, historical fiction, science fiction, ballads (LA).
- b. Read informational works, e.g., science, art, “how-to” books, language, technology, sports and recreation, pets, communication, transportation, economics, ecology, reference, history, geography, government, fine arts (SS, LA).

Standard 9: Students value the contribution of reading to becoming self-directed, lifelong learners.

Objective 1: Listen to and read a variety of literature to enhance selection.

- a. Define and use a variety of evaluative criteria when selecting materials, e.g., interest, readability, relevance, currency, accuracy, authority (LA).
- b. Evaluate and select a variety of literary formats, e.g., short stories, literary magazines, films, videos, multimedia (LA).
- c. Listen to, read, and evaluate quality literature, e.g., award books, classics, “notable” or “best” books, works of distinguished authors and illustrators (LA).

Objective 2: Recognize, as readers, how literature offers a wide variety of life experiences and perspectives.

- a. Describe how reading can inform, delight, and enrich (LA).
- b. Share insights from and connections to fictional characters, people, and cultures from the past and present (SS, LA).
- c. Develop empathy and perspective through interaction with a story's characters, setting, plot, or theme (LA).

Strand Three: Media Literacy

Standard 10 (Awareness): Students will be aware that media literacy as a life skill is integral to modern citizenship, informed decision-making and healthy lifestyles.

Objective 1: Use basic terms and concepts of media.

- a. Explain and use basic terms, e.g., media, media literacy, mass media, local media.
- b. Compare, contrast, and rank, according to potential impact, a variety of media and list the advantages and limitations of each, e.g., availability, cost, audience appeal, frequency, ease of use, and potential audience size (HL).

Objective 2: Demonstrate how the use of media can broaden the educational experience.

- a. Use examples to show how vicarious experience through media can provide cultural, geographic, and historic insights (SS, LA).
- b. Explain how media experiences have the potential to help develop creativity and change perspectives, values, or lives (HL).

Objective 3: Explain citizens' rights and responsibilities with respect to media.

- a. Interpret with examples ethically and legally responsible ways in which to use print and non-print media (SS).
- b. Identify bibliographic and other important information in print and non-print media, e.g., title, author, director, producer, copyright date, copyright and duplication warnings, ratings.
- c. Identify and list how to be active consumers of media, e.g., respond with letters to editors, letters and telephone calls to station programmers and advertisers, flyers, posters, newsletters (SS).

Objective 4: Demonstrate how cultural heritage and experiences influence interpretation of media.

- a. Recognize the value of differing viewpoints (SS, LA).
- b. Explain how understanding and interpretation of media differs based on emotions and experiences.
- c. Explain how social and cultural attitudes and backgrounds influence understanding and interpretation of media, e.g., gender bias, ethnic and cultural content.

Objective 5: Recognize the purposeful and careful construction of media productions.

- a. Identify examples of media productions that create or influence a perception of reality (HL).
- b. Identify how media messages influence the political, economic, and social attitudes of an individual and society.
- c. Classify examples of real, realistic, and unreal content in media (LA).
- d. Identify examples of advertising with multiple messages, e.g., associating an advertised product with the concepts that the right clothing brings popularity, adult authority figures are incompetent, being rude to adults is acceptable behavior (HL).

Standard 11 (Analysis): Students analyze elements of media messages to understand their forms and functions, content, intent, and effects on the receiver.

Objective 1: Analyze techniques used to construct media messages.

- a. List and describe elements of communication, i.e., sender, message, receiver.
- b. Identify and analyze the purposes and perspectives or biases of media messages (HL).
- c. Analyze how sound is manipulated in constructing media messages, e.g., music, sound effects, decibel level, laugh track.
- d. Analyze how visual effects have been manipulated in constructing media messages, e.g., camera angles, zooms, cuts, color, graphics, wipes, dissolves, perception of time.
- e. Analyze how written and verbal texts are manipulated in constructing a media message, e.g., amount, color, repetition of text, pace, content, volume.
- f. Analyze media messages and infer how they may have been edited to achieve desired impressions.

Objective 2: Analyze, question, and think critically about media messages.

- a. Summarize the main points of media messages that convey the same subject or event (SS, LA).
- b. Differentiate between advertisements and other content material, e.g., television, periodicals, radio, the Internet, movies, videos, “infomercials.”
- c. Identify the possible intents, obvious and hidden, of media messages, e.g., in advertising, educational programming, public service announcements, documentaries, sponsorships (HL).
- d. Analyze examples of fact and opinion in a variety of media messages (SS).
- e. Identify and classify persuasive techniques in advertising, e.g., “plain folks,” health and nature, theatrical extravaganza, humor.
- f. Analyze media messages for a balance of diversity, e.g., gender, age, ethnic representation, physical and mental ability, and socio-economic level.

Objective 3: Analyze effects of media messages on the receiver.

- a. Analyze the possible effects of advertising, e.g., accurate vs. misleading information, positive vs. damaging portrayals (HL).

- b. Analyze media messages for ethics and values, e.g., honesty, responsibility, caring, respect, trust, justice.
- c. Explain possible effects of viewing gratuitous violence and other excessive behaviors, e.g., promoting fear, promoting aggressive behavior, increasing desire for more violent programming, desensitizing viewers, encouraging imitative behavior, offering unrealistic solutions to problems.

Standard 12 (Evaluation): Students evaluate elements and intended results of media messages to facilitate selection for personal and educational use.

Objective 1: Critique the aesthetic elements of media messages.

- a. Critique the effective use of visual techniques in media messages, e.g., zooms, cuts, camera angles, shot selection.
- b. Critique the effective use of time manipulation in media messages, e.g., time lapse, future projection.
- c. Apply criteria for the effective use of written and verbal text in media messages, e.g., color, volume (loudness), pace, amount.

Objective 2: Evaluate the effectiveness of media for intended results from targeted audiences.

- a. Evaluate how the intent is communicated in media messages in a variety of media productions, e.g., advertising, educational and entertainment programming, sponsorship (HL, SS).
- b. Evaluate the use of persuasive techniques in media messages, e.g., manipulation of statistics and research findings, emotional and visual appeal, humor (HL).
- c. Assess the impact of stereotyping on various groups.
- d. Evaluate print and non-print versions of the same media message and determine the best format for intended purposes and audiences, e.g., book and film version of a story, advertising on billboards, radio, television (SS).

Objective 3: Evaluate and select media for personal and educational use.

- a. Determine if the amount of time devoted to media is in balance with other activities, e.g., reading, exercise, sports, the arts, etc.
- b. Recognize criteria and evaluative resources in making wise media choices, e.g., conferring with parents and teachers, consulting reviews and ratings.
- c. Evaluate media messages for accuracy, authenticity, relevance, and source authority.
- d. Evaluate and select media materials to meet educational needs, e.g., presentations, research (LA).

Standard 13 (Production): Students produce media messages in selected formats.

Objective 1: Students prepare messages for presentation by using a multi-step planning process.

- a. Determine message to convey, considering content, intent, and length.
- b. Define the target audience for message, e.g., peers, parents, community.
- c. Identify the characteristics of various media formats and select medium to suit the purpose of each message.
- d. Identify resources needed for presentations, e.g., materials, equipment, cost.

Objective 2: Students develop and apply criteria for quality media productions.

- a. Develop and apply criteria for quality media productions.
- b. Select components of the medium, e.g., format, materials, color, design, size, graphics, sound, text.
- c. Draft and refine message, e.g., storyboarding, sketching, editing.
- d. Identify good presentation techniques.
- e. Cite sources used in productions.

Objective 3: Students present or exhibit media messages and evaluate their final products.

- a. Plan and prepare presentation settings.
- b. Practice good presentation techniques, e.g., face audience, speak slowly and clearly, project voice to back of room.
- c. Present media messages to appropriate group, e.g., peers, parents, community.
- d. Evaluate final products for effectiveness and efficiency.

Sixth Grade Library Media Core Curriculum¹

Strand One: Information Literacy²

Step One (Task Definition): What is the information problem that needs to be solved?

Standard 1: Students define an information problem and identify information needed to solve the problem.

Objective 1: Define an information problem.

- a. Define the information problem (SS).
- b. Analyze and explain the task (SS).
- c. Identify the topic with teacher help (SS, LA).
- d. Demonstrate that topics can be narrowed or broadened (SS, LA).
- e. Formulate a variety of questions related to the topic, e.g., yes-no, open-ended, probing (SS, LA).
- f. Develop subtopics and formulate a variety of questions related to them (SS, LA).
- g. Analyze the audience in preparing and presenting a final product (SS, LA).
- h. Compare and select possible presentation formats for a final product (SS).
- i. Establish evaluation criteria or rubrics for products, presentation, and process (SS).
- j. Select from a variety of methods to track individual progress.

Objective 2: Identify information needed.

- a. Identify, record, and evaluate for relevance information already known (LA).
- b. Determine types of information, i.e., textual, pictorial, or numerical, needed to complete task (LA).
- c. Identify, select, and justify subject and keyword search terms for print, audiovisual, or electronic resources (LA).
- d. Narrow or broaden subject and keyword search terms for print, audiovisual, or electronic resources.
- e. Construct a timeline to complete the task using the Big 6™ Information Problem-Solving Process.
- f. Record progress and summarize the sequence of Step 1, Task Definition (LA).

¹ Abbreviations in parentheses: These refer to other Core Curriculum in which the objective is similar, identical, or refers to a common concept. A key for integration:

(FA) Fine Arts, (HL) Responsible Healthy Lifestyles, (LA) Language Arts, (SC) Science, (SS) Social Studies

² Eisenberg, Michael B. and Robert E. Berkowitz, *Information Problem-Solving: The Big Six Skills © Approach to Library & Information Skills Instruction* (Norwood, New Jersey: Ablex Publishing), 1990.

Step Two (Information-Seeking Strategies): Which resources can I use?
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Standard 2: Students identify, evaluate, and select potential information resources available in or through the school library media center.

Objective 1: Identify a wide range of resources.

- a. Identify and describe general references, e.g., general encyclopedias, atlases, dictionaries, charts, maps, globes, pictures, periodicals, timelines, thesauri, almanacs, pamphlets, indexes, handbooks (LA).
- b. Compare subject-specific references, e.g., science and history encyclopedias, historical atlases, sports encyclopedias, biographical and geographical dictionaries (LA).
- c. Describe and compare general collection resources, e.g., fiction and informational books, periodicals, audiovisual materials, general reference materials.
- d. Identify people who are possible resources, e.g., personal or electronic interviews or presentations.
- e. Compare community resources, e.g., libraries, museums, businesses, government agencies.
- f. Analyze and compare content of electronic resources, e.g., CD-ROM, Pioneer, the Internet, telephone (LA).

Objective 2: Evaluate and select the best resources.

- a. Evaluate and select information resources that are understandable, available, relevant, current, valid, and authoritative (HL, LA).
- b. Classify information based on fact and opinion (SS, LA).
- c. Select and evaluate information resources for objectivity, i.e., information that does not show prejudice, stereotyping, bias, and propaganda (HL, SS).
- d. Select resources in a variety of formats (LA).
- e. Track progress and summarize the sequence of Step 2, Information-Seeking Strategies (LA).

Step Three (Location and Access): Where can I find these resources?
--

Standard 3: Students locate resources and access information within resources.

Objective 1: Locate identified resources.

- a. Locate within the school library media center, collection catalog, picture books, informational and fiction books, audiovisual materials, periodicals, general reference, and any special collections.
- b. Assist others in school library media center procedures and policies, e.g., rules, proper care of materials, requests for help, etiquette, and “netiquette,” inter-library loan procedures.

- c. Use electronic search strategies, such as Boolean operators, wildcards, and special punctuation, for finding information within resources, e.g., subject, author, title, keyword, series title, bookmarks, date (LA).
- d. Assist others in locating computer information resources, e.g., CD-ROM, databases, e-mail, such Internet sites as periodical and poetry indexes, full-text resources, as available (LA).
- e. Assist others in using location skills for finding print and non-print sources, e.g., alphabetical order, book spine information, the Dewey Decimal Classification number, relationship between call number and location.

Objective 2: Access information within resources.

- a. Access information within print resources, e.g., bibliography, author's notes, introduction, footnotes, appendixes, preface, cross references within index (LA).
- b. Assist others in accessing information in electronic resources.
- c. Use appropriate interview techniques, e.g., prepare effective yes-no, open-ended, and probing questions that relate to the topic and subtopics, arrange appointments, record the interview with audio, video, or note-taking (LA).
- d. Record progress and reflections on the sequence of Step 3, Location and Access (LA).

Step Four (Use of Information): What can I use from these resources?

Standard 4: Students engage and extract information.

Objective 1: Engage information in a resource.

- a. Recall and organize previous knowledge of subject and build on that knowledge base.
- b. Use questions formulated in Step 1, Task Definition, to guide reading, listening to, and viewing information (LA).
- c. Skim headings and subheadings for organization of information within resource (LA).
- d. Skim information for main idea under relevant headings (LA).
- e. Read, interpret, and verify graphic information found in illustrations, maps, charts, graphs, tables, etc. (HL, SS, LA).
- f. Determine significant concepts and details gained through reading, listening, and viewing (LA).
- g. Interview experts using questions prepared in Step 3, Location and Access, and verify the information.

Objective 2: Extract information from resources.

- a. Evaluate and select information that is understandable, available, relevant, current, objective, and valid (HL, LA).
- b. Apply note-taking skills, e.g., take notes on cards, photocopy, download, dictate, highlighting most significant information (LA).
- c. Paraphrase or summarize information to avoid plagiarism (SS, LA).
- d. Use direct quotation skills in note-taking, when needed, and verify quote (LA).
- e. Record information sources in an approved bibliographic citation format.
- f. Record progress and reflections on the sequence of Step 4, Use of Information (LA).

Step Five (Synthesis): How can I share what I learned?

Standard 5: Students organize, synthesize, and present information.

Objective 1: Organize information from multiple sources.

- a. Select a product format that fits assignment and nature of information to be presented, and preferred learning strategies (see Appendix A, Possible Final Products Examples) (LA).
- b. Organize and integrate information, e.g., using sequencing, webbing, outlining (LA).
- c. Create a first draft, gather feedback, edit, and refine (LA).
- d. Organize and record information sources in a bibliography using approved citation format for bibliography, footnotes, endnotes, or credits.
- e. Use appropriate technologies, e.g., word processing, photographing, audio recording, drawing and capturing illustrations, creating multimedia computer presentations, videotaping (FA, LA).
- f. Apply previously established evaluation criteria (Step 1, Task Definition) and revise draft accordingly.

Objective 2: Present information.

- a. Demonstrate good oral presentation techniques, e.g., face audience, speak slowly and clearly, project voice to back of room, show visuals effectively, use voice inflection, add relevant body language (LA).
- b. Rehearse to meet presentation criteria (LA).
- c. Gather feedback, discuss strengths and weaknesses of rehearsal presentation, and revise accordingly (LA).
- d. Prepare the facility for final presentation.
- e. Use facilities, resources, and equipment responsibly for the production and presentation, e.g., staging, props, seating arrangements, sound system, software and hardware, lighting.
- f. Anticipate, prepare for, and elicit audience reaction, e.g., questions, comments, applause (LA).
- g. Present final product (LA).
- h. Record progress and reflections on the sequence of Step 5, Synthesis (LA).

Step Six (Evaluation): How will I know I did my job well?
--

Standard 6: Students evaluate the product and the process.

Objective 1: Evaluate the product.

- a. Assess product effectiveness using objective evaluation criteria established in Step 1, Task Definition.
- b. Use personal criteria, such as quality of product and level of personal effort, to evaluate the product and justify assessment.
- c. Assess reaction from the audience, e.g., peers, teachers, parents, judges (LA).
- d. Summarize what went well and what should be improved in future products.

Objective 2: Evaluate the process.

- a. Recall activities and impressions during each step of the Big6™ Process (LA).
- b. Assess the process for effectiveness and efficiency.
- c. Reflect on and record one's assessment of the process, e.g., what was done well and why, what could have been improved, what was difficult and why, in which step did the most learning take place and why.

Strand Two: Literature

Students develop an awareness of and interaction with literature in a variety of formats for the purpose of personal enrichment and information.

Standard 7: Students explore print material to learn how physical features of books and other resources contribute to meaning.

Objective 1: Demonstrate how graphic material conveys meaning.

- a. Explain how sidebars, timelines, line drawings, diagrams, and symbols enhance understanding of the text (LA).
- b. Use graphics to enhance writing and research projects, e.g., sidebars, timelines, line drawings, diagrams, symbols (SS, LA).

Objective 2: Demonstrate an understanding of the physical features of books and other library resources.

- a. Locate, define, and identify the purposes of the parts of a book, e.g., bibliography, appendix, author and illustrator notes, introduction, preface (LA).
- b. Identify, describe, and use the display features of electronic resources, e.g., buttons, scroll bars, menus, hot links (LA).

Standard 8: Students explore various aspects of literature in books and other formats.

Objective 1: Identify the contribution of authors and illustrators in the creation of literature.

- a. Appraise the author's contribution, e.g., personal experience, formal training (LA).
- b. Infer how known stories would differ if there were changes in one of the components of literary style, e.g., pacing, sentence patterns, mood, rhythm, voice, alliteration, personification (LA).
- c. Appraise the illustrator's process, e.g., personal experiences, formal training.
- d. Create illustrations for known stories by changing one of the compositional elements, e.g., shape, space, color, line, medium, perspective.

Objective 2: Identify and describe the elements of "story."

- a. Compare and contrast, in two or more stories, the elements of "story," e.g., setting, characters, plot, point-of-view, theme, style (LA).
- b. Compare and contrast, in two or more stories, the techniques used by authors and illustrators to give definition to characters, e.g., verbal and visual descriptions, dialogue.
- c. Create a plot for a story, incorporating rising action, climax, and ending (LA).
- d. Compare and contrast the treatment of a theme in two or more stories.
- e. Create settings for stories and predict the effects on the action, characters, and theme (LA).
- f. Identify point-of-view, i.e., who tells the story, and explain how authors and illustrators establish point-of-view.

Objective 3: Explore and compare different types of literature to enrich and expand the reading experience.

- a. Identify and describe the characteristics of various types of literature, e.g., fables, poetry, drama, realistic fiction, fantasy, folktales, fairy tales, myths, historical fiction, science fiction, ballads, epics (SS, LA).
- b. Read informational works, e.g., science, art, "how-to" books, language, technology, sports and recreation, pets, communication, transportation, economics, ecology, reference, history, geography, government, fine arts, world cultures and religions (SS, LA).

Standard 9: Students value the contribution of reading to becoming self-directed, lifelong learners.

Objective 1: Listen to and read a variety of literature to enhance selection.

- a. Define and use a variety of evaluative criteria when selecting materials, e.g., interest, readability, relevance, accuracy, currency, authority, cultural diversity, availability (LA).
- b. Evaluate and recommend quality examples of literary formats, e.g., short stories, literary magazines, films, videos, multimedia (LA).

- c. Listen to, read, evaluate, and recommend examples of quality literature, e.g., award books, classics, “notable” or “best” books, works of distinguished authors and illustrators (LA).

Objective 2: Recognize, as readers, how literature offers a wide variety of life experiences and perspectives.

- a. Describe how reading can present facts and information and bring joy, enlightenment, and enrichment (LA).
- b. Share insights from and connections to fictional characters, people, and cultures from the past and present (SS, LA).
- c. Develop empathy and perspective through interaction with a story’s characters, setting, plot, or theme (SS, LA).

Strand Three: Media Literacy

Standard 10 (Awareness): Students will be aware that media literacy as a life skill is integral to modern citizenship, informed decision-making and healthy lifestyles.

Objective 1: Use basic terms and concepts of media.

- a. Differentiate among and use basic terms, e.g., media, media literacy, mass media, local media.
- b. Rank, according to potential impact, a variety of media and list the advantages and limitations of each, e.g., availability, cost, audience appeal, frequency, ease of use, and potential audience size.

Objective 2: Demonstrate how the use of media can broaden the educational experience.

- a. Use examples to show how vicarious experience through media can provide cultural, geographic, and historic insights (LA).
- b. Explain how media experiences have the potential to help develop creativity and change perspectives, values, or lives (HL, SS).

Objective 3: Explain citizens’ rights and responsibilities with respect to media.

- a. Demonstrate ethically and legally responsible ways in which to use print and non-print media (SS).
- b. Identify bibliographic and other important information in print and non-print media, e.g., title, author, director, producer, copyright date, copyright and duplication warnings, rating, edition or version.
- c. Explain how to be active consumers of media, e.g., respond with letters to editors, letters and telephone calls to station programmers and advertisers, flyers, posters, newsletters (SS).

Objective 4: Demonstrate how cultural heritage and experiences influence interpretation of media.

- a. Recognize the value of differing viewpoints (SS, LA).
- b. Explain how understanding and interpretation of media differs based on emotions and experiences.
- c. Explain how social and cultural attitudes and backgrounds influence understanding and interpretation of media, e.g., gender bias, ethnic and cultural content.

Objective 5: Recognize the purposeful and careful construction of media productions.

- a. Identify examples of media productions that create or influence a perception of reality (HL).
- b. Identify how media messages influence the political, economic, and social attitudes of an individual and society (HL, SS).
- c. Classify examples of real, realistic, and unreal content in media (HL, LA).
- d. Identify examples of advertising with multiple messages, e.g., associating an advertised product with happiness, power, physical appeal, or a desired lifestyle (HL).

Standard 11 (Analysis): Students analyze elements of media messages to understand their forms and functions, content, intent, and effects on the receiver.

Objective 1: Analyze techniques used to construct media messages.

- a. List and describe elements of communication, i.e., sender, message, receiver.
- b. Identify and analyze, with examples, the purposes and perspectives or biases of media messages (HL).
- c. Analyze and evaluate how sound is manipulated in constructing media messages, e.g., music, sound effects, decibel level, laugh track.
- d. Evaluate how visual effects have been manipulated in constructing media messages, e.g., use of camera angles, zooms, cuts, color, graphics, wipes, dissolves, time manipulation.
- e. Evaluate how written and verbal texts are manipulated in constructing a media message, e.g., amount, color, repetition of text, pace, content, volume.
- f. Analyze media messages and infer how they may have been edited to achieve desired impressions.

Objective 2: Analyze, question, and think critically about media messages.

- a. Summarize and compare media messages that convey the same subject or event (LA).
- b. Differentiate between advertisements and other content material, e.g., television, periodicals, radio, the Internet, movies, videos, “infomercials.”
- c. Analyze the possible intents, obvious and hidden, of media messages in all types of media productions (HL).
- d. Analyze examples of fact and opinion in a variety of media messages (LA).
- e. Identify and classify persuasive techniques in advertising, e.g., humor, emotional appeal, patriotism.

- f. Critique media messages for a balance of diversity, e.g., gender, age, ethnic representation, physical and mental ability, and socio-economic level.

Objective 3: Analyze effects of media messages on the receiver.

- a. Analyze the possible effects of advertising, e.g., accurate vs. misleading information, positive vs. damaging portrayals (HL).
- b. Analyze media messages for ethics and values, e.g., honesty, responsibility, caring, respect, trust, justice.
- c. Predict possible effects of viewing gratuitous violence and other excessive behaviors, e.g., promoting fear, promoting aggressive behavior, increasing desire for more violent programming, desensitizing viewers, encouraging imitative behavior, offering unrealistic solutions to problems.

Standard 12 (Evaluation): Students evaluate elements and intended results of media messages to facilitate selection for personal and educational use.

Objective 1: Critique the aesthetic elements of media messages.

- a. Critique the effective use of visual techniques in media messages, e.g., zooms, cuts, camera angles, shot selection.
- b. Critique the effective use of time manipulation in media messages, e.g., future projection, flashback.
- c. Critique the effective use of written and verbal text in media messages, e.g., amount, repetition or text content.

Objective 2: Evaluate the effectiveness of media for intended results from targeted audiences.

- a. Evaluate how the intent is communicated in media messages in a variety of media productions, e.g., advertising, educational and entertainment programming, sponsorship (HL).
- b. Evaluate the use of persuasive techniques in media messages, e.g., manipulation of statistics and research findings, emotional and visual appeal, humor (HL).
- c. Assess the impact of stereotyping on various groups.
- d. Evaluate print and non-print versions of the same media message and determine the best format for intended purposes and audiences, e.g., book and film version of a story, advertising on billboards, radio, television (LA).

Objective 3: Evaluate and select media for personal and educational use.

- a. Determine if the amount of time devoted to media is in balance with other activities, e.g., reading, exercise, sports, the arts, etc.
- b. Recognize criteria and evaluative resources in making wise media choices, e.g., conferring with parents and teachers, consulting reviews and ratings.
- c. Evaluate media messages for accuracy, authenticity, relevance, and source authority (HL).
- d. Evaluate and select media materials to meet educational needs, e.g., presentations, research (SS, LA).

Standard 13 (Production): Students produce media messages in selected formats.

Objective 1: Students prepare messages for presentation by using a multi-step planning process.

- a. Determine message to convey, considering content, intent, and length.
- b. Define the target audience for message, e.g., peers, parents, community.
- c. Identify the characteristics of various media formats and select medium to suit the purpose of each message.
- d. Identify resources needed for presentations, e.g., materials, equipment, cost.

Objective 2: Students develop and apply criteria for quality media productions.

- a. Develop and apply criteria for quality media productions.
- b. Select components of the medium, e.g., format, materials, color, design, size, graphics, sound, text.
- c. Draft and refine message, e.g., storyboarding, sketching, editing.
- d. Identify good presentation techniques.
- e. Cite sources used in productions.

Objective 3: Students present or exhibit media messages and evaluate their final products.

- a. Plan and prepare presentation settings.
- b. Practice good presentation techniques, e.g., face audience, speak slowly and clearly, project voice to back of room.
- c. Present media messages to appropriate group, e.g., peers, parents, community.
- d. Evaluate final products for effectiveness and efficiency.

Library Media K-6 Core Curriculum¹

Strand One: Information Literacy²

Step 1. Task Definition: What is the information problem that needs to be solved?

Standard 1	Students define an information problem and identify information needed to solve the problem.
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Objective 1 Define an information problem.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Recognize that information is needed.	Recognize that information is needed.	Recognize that an information need exists.	Recognize that an information need exists.	Recognize that an information need exists. (SS)		
			Define the information problem.	Define the information problem. (SS)	Define the information problem.	Define the information problem. (SS)
Identify the task.	Describe the task (SS)	State and analyze the task.	Describe and analyze the task. (SS)	Describe and analyze the task. (SS)	Describe and analyze the task.	Analyze and explain the task. (SS)
Identify the topic with teacher help. (LA)	Identify the topic with teacher help. (LA)	Identify the topic with teacher help. (LA)	Identify the topic with teacher help. (LA)	Identify the topic with teacher help. (SS)(LA)	Identify the topic with teacher help. (LA)	Identify the topic with teacher help. (SS)(LA)
		Explain how topics can be narrowed or broadened. (LA)	Explain how topics can be narrowed or broadened. (LA)	Demonstrate that topics can be narrowed or broadened. (SS)(LA)	Demonstrate that topics can be narrowed or broadened. (LA)	Demonstrate that topics can be narrowed or broadened. (SS)(LA)
List questions about the topic. (LA)	List questions about the topic. (LA)	Formulate questions related to the topic. (LA)	Formulate a variety of questions related to the topic, e.g., yes-no, open-ended. (SS)(LA)	Formulate a variety of questions related to the topic, e.g., yes-no, open-ended. (SS)(LA)	Formulate a variety of questions related to the topic, e.g., yes-no, open-ended, probing. (LA)	Formulate a variety of questions related to the topic, e.g., yes-no, open-ended, probing. (SS)(LA)
		Identify subtopics.	Identify subtopics and formulate a variety of questions related to them. (SS)(LA)	Identify and distinguish subtopics from topics and formulate a variety of questions related to them. (SS)(LA)	Determine subtopics and formulate a variety of questions related to them. (LA)	Develop subtopics and formulate a variety of questions related to them. (SS)(LA)
	Identify the audience for a final product.	Identify the audience for a final product.	Identify the audience for a final product. (SS)(LA)	Identify the audience in preparing and presenting a final product. (SS)(LA)	Analyze the audience in preparing and presenting a final product. (LA)	Analyze the audience in preparing and presenting a final product. (SS)(LA)

¹ Abbreviations in parentheses: These refer to other Core Curriculum in which the objective is similar, identical, or refers to a common concept. A key for integration.

(FA) Fine Arts, (HL) Responsible Healthy Lifestyles, (LA) Language Arts, (SC) Science, (SS) Social Studies

² Eisenberg, Michael B. and Robert E. Berkowitz, *Information Problem-Solving: The Big Six Skills© Approach to Library & Information Skills Instruction* (Norwood, New Jersey: Ablex Publishing), 1990.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Select from a variety of presentation formats.	Identify a variety of presentation formats.	Name a variety of presentation formats.	Compare a variety of presentation formats. (SS)(LA)	Compare a variety of presentation formats. (SS)(LA)	Compare and select possible presentation formats for a final product. (LA)	Compare and select possible presentation formats for a final product. (SS)
	Identify elements of an effective product or presentation.	Identify elements of an effective product or presentation.	Develop evaluation criteria based on elements of an effective product or presentation. (SS)	Develop evaluation criteria based on elements of an effective product or presentation. (SS)	Establish evaluation criteria or rubrics for products, presentation, and process. (LA)	Establish evaluation criteria or rubrics for products, presentation, and process. (SS)
		Select from a variety of methods to track individual progress, e.g., draw and label pictures, dictate, or write individually or as a group. (SS)(LA)	Select from a variety of methods to track individual progress by writing individually. (LA)	Select from a variety of methods to track individual progress. (LA)	Select from a variety of methods to track individual progress.	Select from a variety of methods to track individual progress.

Objective 2

Identify information needed.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Discuss information already known. (SS)(LA)	Identify information already known. (LA)	Identify information already known. (LA)	Identify and record information already known.	Identify and record information already known. (LA)	Identify, record, and evaluate for relevance information already known. (LA)	Identify, record, and evaluate for relevance information already known. (LA)
Identify information found in text and pictures.	Identify information found in text, pictures, and numbers.	Identify different kinds of information, i.e., textual, pictorial, numerical. (LA)	Identify different kinds of information contained in textual, pictorial, and numerical sources. (LA)	Compare different kinds of information contained in textual, pictorial, and numerical sources. (SS)	Determine types of information, i.e., textual, pictorial, or numerical, needed to complete task. (LA)	Determine types of information, i.e., textual, pictorial, or numerical, needed to complete task. (LA)
		Identify important words that could be used as search terms.	Choose important words in research questions that could be used as search terms for print, audiovisual, or electronic resources.	Identify and select subject and keyword search terms for print, audiovisual, or electronic resources. (SS)	Identify and select subject and keyword search terms for print, audiovisual, or electronic resources. (LA)	Identify, select, and justify subject and keyword search terms for print, audiovisual, or electronic resources. (LA)
	List words that name broad or narrow topics, e.g., trees vs. oak, toys vs. dolls.	Distinguish between broad and narrow topics, e.g., fish vs. trout, sports vs. football.	Distinguish between broad and narrow topics, e.g., birds vs. robins, vehicles vs. trucks.	Narrow or broaden subject and keyword search terms for print, audiovisual, or electronic resources. (SS)	Narrow or broaden subject and keyword search terms for print, audiovisual, or electronic resources.	Narrow or broaden subject and keyword search terms for print, audiovisual, or electronic resources. (LA)
List, with teacher help, the steps needed to complete a task.	List the steps needed to complete a task. (SS)(LA)	List the steps needed to complete a task.	List the steps needed to complete a task.	Construct a timeline to complete the task using the Big6™ Information Problem-Solving Process. (SS)	Construct a timeline to complete the task using the Big6™ Information Problem-Solving Process.	Construct a timeline to complete the task using the Big6™ Information Problem-Solving Process.
		Track progress and recall the sequence of Step 1, Task Definition, e.g., draw and label pictures, dictate, or write individually. (SS)(LA)	Track progress and summarize the sequence of Step 1, Task Definition. (LA)	Track progress and summarize the sequence of Step 1, Task Definition. (SS)(LA)	Record progress and summarize the sequence of Step 1, Task Definition. (LA)	Record progress and reflections on the sequence of Step 1, Task Definition. (LA)

Step 2. Information-Seeking Strategies: Which resources can I use?

Standard 2	Students identify, evaluate, and select potential information resources available in or through the school library media center.
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Objective 1 Identify a wide range of resources.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
	Identify general references, e.g., primary encyclopedias, picture atlases and dictionaries, maps, globes. (SS)	Identify general references, e.g., general encyclopedias, picture atlases and dictionaries, maps, globes, pictures, periodicals. (SS)	Identify and describe general references, e.g., general encyclopedias, atlases, dictionaries, charts, maps, globes, pictures, periodicals, timelines, primary thesauri, almanacs, pamphlets. (LA)	Identify and describe general references, e.g., general encyclopedias, atlases, dictionaries, charts, maps, globes, pictures, periodicals, timelines, thesauri, almanacs, pamphlets, indexes. (SS)(LA)	Identify and describe general references, e.g., general encyclopedias, atlases, dictionaries, charts, maps, globes, pictures, periodicals, timelines, thesauri, almanacs, pamphlets, indexes, handbooks. (LA)	Identify and describe general references, e.g., general encyclopedias, atlases, dictionaries, charts, maps, globes, pictures, periodicals, timelines, thesauri, almanacs, pamphlets, indexes, handbooks. (LA)
			Identify and use subject-specific references, e.g., science and history encyclopedias.	Identify, use, and describe subject-specific references, e.g., science and history encyclopedias, historical atlases, sports encyclopedias, biographical dictionaries. (LA)	Identify, use, and describe subject-specific references, e.g., science and history encyclopedias, historical atlases, sports encyclopedias, biographical and geographical dictionaries. (LA)	Compare subject-specific references, e.g., science and history encyclopedias, historical atlases, sports encyclopedias, biographical and geographical dictionaries. (LA)
Explore general collection resources, e.g., fiction and informational books, periodicals, audiovisual materials.	Identify general collection resources, e.g., fiction and informational books, periodicals, audiovisual materials.	Identify general collection resources, e.g., fiction and informational books, periodicals, audiovisual materials. (SS)	Identify general collection resources, e.g., fiction and informational books, periodicals, audiovisual materials, general reference materials. (LA)	Identify and describe general collection resources, e.g., fiction and informational books, periodicals, audiovisual materials, general reference materials. (LA)	Describe and compare general collection resources, e.g., fiction and informational books, periodicals, audiovisual materials, general reference materials.	Describe and compare general collection resources, e.g., fiction and informational books, periodicals, audiovisual materials, general reference materials.
Name people who are information resources, e.g., family members, teachers, librarian.	Name people who are information resources, e.g., family members, teachers, librarian. (SS)	Identify people who are possible information resources, e.g., personal or electronic interviews or presentations. (SS)	Identify people who are possible information resources, e.g., personal or electronic interviews or presentations.	Identify people who are possible information resources, e.g., personal or electronic interviews or presentations.	Identify people who are possible resources, e.g., personal or electronic interviews or presentations.	Identify people who are possible resources, e.g., personal or electronic interviews or presentations.
Identify community resources, e.g., libraries, museums, zoos.	Identify community resources, e.g., libraries, museums, zoos. (SS)	Identify community resources, e.g., libraries, museums, businesses, government agencies. (SS)	Identify and describe community resources, e.g., libraries, museums, businesses, government agencies.	Compare community resources, e.g., libraries, museums, businesses, government agencies.	Compare community resources, e.g., libraries, museums, businesses, government agencies.	Compare community resources, e.g., libraries, museums, businesses, government agencies.
	Recognize and use electronic resources, e.g., CD-ROM, Pioneer, the Internet, telephone.	Identify and use electronic resources, e.g., CD-ROM, Pioneer, the Internet, telephone.	Identify and use electronic resources, e.g., CD-ROM, Pioneer, the Internet, telephone. (LA)	Use electronic resources, e.g., CD-ROM, Pioneer, the Internet, telephone. (LA)	Analyze and compare content of electronic resources, e.g., CD-ROM, Pioneer, the Internet, telephone. (LA)	Analyze and compare content of electronic resources, e.g., CD-ROM, Pioneer, the Internet, telephone. (LA)

Objective 2

(K-1) Select the best resources.

(2-6) Evaluate and select the best resources.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Select potential information resources	Select information resources that are understandable and available.	Select information resources that are understandable, available, relevant, and current. (SS)	Evaluate and select information resources that are understandable, available, relevant, and current.	Evaluate and select information resources that are understandable, available, relevant, current, and valid. (LA)	Evaluate and select information resources that are understandable, available, relevant, current, valid, and authoritative. (LA)	Evaluate and select information resources that are understandable, available, relevant, current, valid, and authoritative. (HL)(LA)
	Explain that information is based on fact or opinion.	Explain that information is based on fact or opinion. (LA)	Distinguish between fact and opinion. (LA)	Distinguish between fact and opinion. (LA)	Classify information based on fact and opinion. (LA)	Classify information based on fact and opinion. (SS)(LA)
		Identify information resources that show prejudice or stereotyping.	Compare and contrast information resources that show prejudice, stereotyping, and bias with information that does not.	Compare and contrast information resources that show prejudice, stereotyping, and bias with information that does not.	Select and evaluate information resources for objectivity, i.e., information that does not show prejudice, stereotyping, bias, and propaganda.	Select and evaluate information resources for objectivity, i.e., information that does not show prejudice, stereotyping, bias, and propaganda. (HL) (SS)
Select the best resources available in a variety of formats, e.g., books, pictures, and videos from classroom and school library. (LA)	Select resources in a variety of formats. (LA)	Select resources in a variety of formats. (SS)(LA)	Select resources in a variety of formats. (LA)	Select resources in a variety of formats. (LA)	Select resources in a variety of formats. (LA)	Select resources in a variety of formats. (LA)
		Track progress and summarize the sequence of Step 2, Information-Seeking Strategies, e.g., draw and label pictures, dictate, or write individually. (SS)(LA)	Track progress and summarize the sequence of Step 2, Information-Seeking Strategies. (LA)	Track progress and summarize the sequence of Step 2, Information-Seeking Strategies. (LA)	Track progress and summarize the sequence of Step 2, Information-Seeking Strategies. (LA)	Track progress and summarize the sequence of Step 2, Information-Seeking Strategies. (LA)

Step 3. Location and Access: Where can I find these resources?

Standard 3	Students locate resources and access information within resources.	
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Objective 1 Locate identified resources.

Kindergarten	First	Second	Third	Fourth	Fifth	Sixth
Locate the school library media center, circulation desk, computer workstations, picture books, informational books, and audiovisual materials.	Locate the school library media center, circulation desk, computer workstations, picture books, informational and fiction books, audiovisual materials, and periodicals.	Locate the school library media center, circulation desk, computer workstations, collection catalog, picture books, informational and fiction books, audiovisual materials, and periodicals.	Locate within the school library media center, collection catalog, picture books, informational and fiction books, audiovisual materials, periodicals, and general reference. (SS)(LA)	Locate within the school library media center, collection catalog, picture books, informational and fiction books, audiovisual materials, periodicals, and general reference. (LA)	Locate within the school library media center, collection catalog, picture books, informational and fiction books, audiovisual materials, periodicals, general reference, and any special collections.	Locate within the school library media center, collection catalog, picture books, informational and fiction books, audiovisual materials, periodicals, general reference, and any special collections.
Demonstrate knowledge of school library media center procedures and policies, e.g., rules, proper care of materials.	Demonstrate knowledge of school library media center procedures and policies, e.g., rules, proper care of materials, requests for help.	Demonstrate knowledge of school library media center procedures and policies, e.g., rules, proper care of materials, requests for help, etiquette and "netiquette."	Apply knowledge of school library media center procedures and policies, e.g., rules, proper care of materials, requests for help, etiquette and "netiquette."	Apply knowledge of school library media center procedures and policies, e.g., rules, proper care of materials, requests for help, etiquette and "netiquette," inter-library loan procedures.	Apply knowledge of school library media center procedures and policies, e.g., rules, proper care of materials, requests for help, etiquette and "netiquette," inter-library loan procedures.	Assist others in school library media center procedures and policies, e.g., rules, proper care of materials, requests for help, etiquette and "netiquette," inter-library loan procedures.
			Use the electronic cataloging system to search by subject, author, title.	Use the electronic cataloging system to search by subject, author, title, keyword, series title. (LA)	Use electronic search strategies, such as Boolean operators, wildcards, and special punctuation, for finding information within resources, e.g., subject, author, title, keyword, series title, bookmarks, date. (LA)	Use electronic search strategies, such as Boolean operators, wildcards, and special punctuation, for finding information within resources, e.g., subject, author, title, keyword, series title, bookmarks, date. (LA)
	Locate computer information resources, e.g., CD-ROM, Pioneer, other Internet sites, as available.	Locate computer information resources, e.g., CD-ROM, Pioneer, other Internet sites, e-mail, as available.	Locate computer information resources, e.g., CD-ROM, Pioneer, other Internet sites, e-mail, as available. (LA)	Locate and use computer information resources, e.g., CD-ROM, Pioneer, e-mail, such Internet sites as periodical and poetry indexes, as available. (LA)	Use computer information resources, e.g., CD-ROM, Pioneer, e-mail, such Internet sites as periodical and poetry indexes, full-text resources, as available. (LA)	Assist others in locating computer information resources, e.g., CD-ROM databases, e-mail, such Internet sites as periodical and poetry indexes, full-text resources, as available. (LA)

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
	Locate picture books in alphabetical order by author's last name.	Locate picture books and fiction books in alphabetical order by author's last name and informational books by the Dewey Decimal Classification number and other book spine information. (SS)	Locate picture books and fiction books by author's last name and informational books by the Dewey Decimal Classification number and other book spine information.	Locate fiction books in alphabetical order by author's last name and biographies and other informational books by the Dewey Decimal Classification number and other book spine information.	Use location skills for finding print and nonprint sources, e.g., alphabetical order, book spine information, the Dewey Decimal Classification number, relationship between call number and location.	Assist others in using location skills for finding print and nonprint sources, e.g., alphabetical order, book spine information, the Dewey Decimal Classification number, relationship between call number and location.

Objective 2

Access information within resources.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Access information within resources, e.g., posters, illustrations in books, videos. (LA)	Access information within print resources, e.g., posters, illustrations in books, title pages, videos. (LA)	Access information within print resources, e.g., illustrations, the title page, book jacket text, charts, graphs, table of contents, index, information boxes and side bars, captions, headings and subheadings. (LA)	Access information within print resources, e.g., illustrations, the title page, book jacket text, charts, graphs, table of contents, index, information boxes and side bars, captions, headings and subheadings, copyright date, volume number, guide words, glossary, bibliography. (LA)	Access information within print resources, e.g., table of contents, index, headings and subheadings, copyright date, volume number, guide words, glossary, bibliography, author's notes, introduction, footnotes, appendixes. (SS)(LA)	Access information within print resources, e.g., copyright date, volume number, guide words, glossary, bibliography, author's notes, introduction, footnotes, appendixes, preface. (LA)	Access information within print resources, e.g., bibliography, author's notes, introduction, footnotes, appendixes, preface, cross references within index. (LA)
	Demonstrate knowledge of operational procedures for accessing information in electronic resources. (LA)	Demonstrate knowledge of operational procedures for accessing information in electronic resources. (LA)	Demonstrate knowledge of operational procedures for accessing information in electronic resources. (LA)	Demonstrate knowledge of operational procedures for accessing information in electronic resources. (LA)	Demonstrate knowledge of operational procedures for accessing information in electronic resources. (LA)	Assist others in accessing information in electronic resources.
Identify simple questions for interviewing people. (LA)	Identify appropriate interview techniques and prepare effective questions that relate to the topic. (LA)	List appropriate interview techniques and prepare effective questions that relate to the topic. (LA)	Use appropriate interview techniques, e.g., prepare effective questions that relate to the topic and subtopics, arrange appointments, record the interview with audio, video, or notetaking. (LA)	Use appropriate interview techniques, e.g., prepare effective yes-no and open-ended questions that relate to the topic and subtopics, arrange appointments, record the interview with audio, video, or notetaking. (SS)(LA)	Use appropriate interview techniques, e.g., prepare effective yes-no, open-ended, and probing questions that relate to the topic and subtopics, arrange appointments, record the interview with audio, video, or notetaking. (LA)	Use appropriate interview techniques, e.g., prepare effective yes-no, open-ended, and probing questions that relate to the topic and subtopics, arrange appointments, record the interview with audio, video, or notetaking. (LA)
		Track progress and summarize the sequence of Step 3, Location and Access, e.g., draw and label pictures, dictate, or write individually. (LA)	Track progress and summarize the sequence of Step 3, Location and Access. (LA)	Record progress and reflections on the sequence of Step 3, Location and Access. (LA)	Record progress and reflections on the sequence of Step 3, Location and Access. (LA)	Record progress and reflections on the sequence of Step 3, Location and Access. (LA)

Step 4. Use of Information: What can I use from these resources?

Standard 4	Students engage and extract information.
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Objective 1 Engage information in a resource.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Recall previous knowledge of subject and build on that knowledge base. (LA)	Recall previous knowledge of subject and build on that knowledge base. (LA)	Recall and record previous knowledge of subject and build on that knowledge base. (LA)	Recall and organize previous knowledge of subject and build on that knowledge base. (LA)	Recall and organize previous knowledge of subject and build on that knowledge base. (LA)	Recall and organize previous knowledge of subject and build on that knowledge base. (LA)	Recall and organize previous knowledge of subject and build on that knowledge base. (LA)
Use questions to guide listening and viewing.	Use questions to guide listening and viewing. (LA)	Use questions formulated in Step 1, Task Definition, to guide reading, listening to, and viewing information. (LA)	Use questions formulated in Step 1, Task Definition, to guide reading, listening to, and viewing information. (LA)	Use questions formulated in Step 1, Task Definition, to guide reading, listening to, and viewing information. (LA)	Use questions formulated in Step 1, Task Definition, to guide reading, listening to, and viewing information. (LA)	Use questions formulated in Step 1, Task Definition, to guide reading, listening to, and viewing information. (LA)
		Describe how headings and subheadings in texts are used to organize information.	Use headings and subheadings to help find information. (LA)	Use headings and subheadings to help find information. (LA)	Skim headings and subheadings for organization of information within resource. (LA)	Skim headings and subheadings for organization of information within resource. (LA)
	Find the main idea in informational text.	Find the main idea in informational text. (LA)	Identify a main idea under relevant headings, within written information.	Identify a main idea under relevant headings, within written information. (LA)	Skim information for main idea under relevant headings. (LA)	Skim information for main idea under relevant headings. (LA)
Seek information in illustrations. (LA)	Seek information from illustrations, maps, and charts. (SS)(LA)	Find information contained in illustrations, maps, and charts. (SS)(LA)	Read and interpret graphic information found in illustrations, maps, and charts. (LA)	Read and interpret graphic information found in illustrations, maps, and charts. (SS)(LA)	Read and interpret graphic information found in illustrations, maps, charts, graphs, tables, etc. (SS)(LA)	Read, interpret, and verify graphic information found in illustrations, maps, charts, graphs, tables, etc. (HL)(SS)(LA)
Retell concepts and details gained through listening, viewing, and reading. (LA)	Restate concepts and details gained through reading, listening, and viewing. (LA)	Explain concepts and details gained through reading, listening, and viewing. (LA)	Explain concepts and details gained through reading, listening, and viewing. (LA)	Determine significant concepts and details gained through reading, listening, and viewing. (LA)	Determine significant concepts and details gained through reading, listening, and viewing. (LA)	Determine significant concepts and details gained through reading, listening, and viewing. (LA)
Use people as a source of information. (LA)	Explain how people can have expertise and be a source of information. (SS)	Explain how people can have expertise and be a source of information. (SS)	Interview experts using questions prepared in Step 3, Location and Access.	Interview experts using questions prepared in Step 3, Location and Access. (SS)	Interview experts using questions prepared in Step 3, Location and Access, and verify the information.	Interview experts using questions prepared in Step 3, Location and Access, and verify the information.

Objective 2 Extract information from resources.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
	Select information that is understandable, available, and relevant to topics.	Select information that is understandable, available, and relevant.	Select information that is understandable, available, relevant, and current.	Evaluate and select information that is understandable, available, relevant, current, and objective. (LA)	Evaluate and select information that is understandable, available, relevant, current, objective, and valid. (HL)(LA)	Evaluate and select information that is understandable, available, relevant, current, objective and valid. (HL)(LA)

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Record information, e.g., illustrations, notes, audiotapes.	Record information, e.g., illustrations, notes, audiotapes. (SS)(LA)	Record information, e.g., illustrations or notes. (SS)(LA)	Develop note-taking skills to record information, e.g., take notes on cards, photocopy, download, dictate. (LA)	Develop note-taking skills to record information, e.g., take notes on cards, photocopy, download, dictate. (LA)	Apply note-taking skills, e.g., take notes on cards, photocopy, download, dictate, highlighting most significant information. (LA)	Apply note-taking skills, e.g., take notes on cards, photocopy, download, dictate, highlighting most significant information. (LA)
	Summarize information. (LA)	Summarize information. (SS)(LA)	Paraphrase or summarize information to avoid plagiarism. (LA)	Paraphrase or summarize information to avoid plagiarism. (LA)	Paraphrase or summarize information to avoid plagiarism. (LA)	Paraphrase or summarize information to avoid plagiarism. (SS)(LA)
				Use direct quotation skills in notetaking, when needed. (LA)	Use direct quotation skills in notetaking, when needed, and verify quote.	Use direct quotation skills in notetaking, when needed, and verify quote.
Name information sources.	Name information sources.	Record information sources in a simplified bibliographic citation format.	Record information sources in a simplified bibliographic citation format.	Record information sources in an approved bibliographic citation format.	Record information sources in an approved bibliographic citation format.	Record information sources in an approved bibliographic citation format.
		Track progress and summarize the sequence of Step 4, Use of Information, e.g., draw and label pictures, dictate, or write individually. (SS)(LA)	Track progress and summarize the sequence of Step 4, Use of Information. (LA)	Record progress and reflections on the sequence of Step 4, Use of Information. (LA)	Record progress and reflections on the sequence of Step 4, Use of Information. (LA)	Record progress and reflections on the sequence of Step 4, Use of Information. (LA)

Step 5. Synthesis: How can I share what I learned?

Standard 5	Students organize, synthesize, and present information.
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Objective 1 Organize information from multiple sources.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Select, with teacher help, a product format, e.g., storyboard, pictures, oral report, multimedia. (See Appendix A, Possible Final Products Examples.) (LA)	Select a product format that fits assignment, e.g., storyboard, multimedia, pictures, oral report. (See Appendix A, Possible Final Products Examples.) (LA)	Select a product format that fits assignment. (See Appendix A, Possible Final Products Examples.) (LA)	Select a product format that fits assignment and nature of information to be presented. (See Appendix A, Possible Final Products Examples.) (LA)	Select a product format that fits assignment and nature of information to be presented. (See Appendix A, Possible Final Products Examples.) (LA)	Select a product format that fits assignment and nature of information to be presented. (See Appendix A, Possible Final Products Examples.) (SS)(LA)	Select a product format that fits assignment and nature of information to be presented, and preferred learning strategies. (See Appendix A, Possible Final Products Examples.) (LA)
Organize information, e.g., what came first, next, at the end. (LA)	Organize information, e.g., using sequencing, webbing.	Organize and integrate information, e.g., using sequencing, webbing.	Organize and integrate information, e.g., using sequencing, webbing. (LA)	Organize and integrate information, e.g., using sequencing, webbing, outlining. (LA)	Organize and integrate information, e.g., using sequencing, webbing, outlining. (SS)(LA)	Organize and integrate information, e.g., using sequencing, webbing, outlining. (LA)
		Create a first draft, gather feedback, and edit. (LA)	Create a first draft, gather feedback, and edit. (LA)	Create a first draft, gather feedback, edit, and refine. (LA)	Create a first draft, gather feedback, edit, and refine. (LA)	Create a first draft, gather feedback, edit, and refine. (LA)

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Name sources of information.	Identify sources of information.	Record information sources, using simplified bibliographic format. (Appendix B)	Record information sources in a bibliography, using simplified bibliographic format. (Appendix B)	Organize and record information sources in a bibliography using approved bibliographic format. (Appendix C)	Organize and record information sources in a bibliography, using approved citation format for bibliography, footnotes, end notes, or credits.	Organize and record information sources in a bibliography, using approved citation format for bibliography, footnotes, end notes, or credits.
Identify, with teacher help, a variety of methods for sharing information. (LA)	Identify a variety of methods for sharing information. (LA)	Use a variety of production technologies for sharing information, e.g., word processing, photographing, audio recording, drawing illustrations, creating multimedia computer presentations. (LA)	Identify and use a variety of technologies for sharing information, e.g., word processing, photographing, audio recording, drawing illustrations, creating multimedia computer presentations. (LA)	Use appropriate technologies, e.g., word processing, photographing, audio recording, drawing and capturing illustrations, creating multimedia computer presentations, videotaping. (LA)	Use appropriate technologies, e.g., word processing, photographing, audio recording, drawing and capturing illustrations, creating multimedia computer presentations, videotaping. (FA)(LA)	Use appropriate technologies, e.g., word processing, photographing, audio recording, drawing and capturing illustrations, creating multimedia computer presentations, videotaping. (FA)(LA)
	List elements of good products.	Describe elements of good products.	Apply previously established evaluation criteria (Step 1, Task Definition) and revise draft accordingly.	Apply previously established evaluation criteria (Step 1, Task Definition) and revise draft accordingly.	Apply previously established evaluation criteria (Step 1, Task Definition) and revise draft accordingly.	Apply previously established evaluation criteria (Step 1, Task Definition) and revise draft accordingly.

Objective 2

Present information.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Identify good oral presentation techniques, e.g., face audience, speak slowly and clearly, project voice to back of room.	Identify good oral presentation techniques, e.g., face audience, speak slowly and clearly, project voice to back of room.	Describe good oral presentation techniques, e.g., face audience, speak slowly and clearly, project voice to back of room.	Describe good oral presentation techniques, e.g., face audience, speak slowly and clearly, project voice to back of room, show visuals effectively. (LA)	Demonstrate good oral presentation techniques, e.g., face audience, speak slowly and clearly, project voice to back of room, show visuals effectively, use voice inflection. (LA)	Demonstrate good oral presentation techniques, e.g., face audience, speak slowly and clearly, project voice to back of room, show visuals effectively, use voice inflection, add relevant body language. (LA)	Demonstrate good oral presentation techniques, e.g., face audience, speak slowly and clearly, project voice to back of room, show visuals effectively, use voice inflection, add relevant body language. (LA)
	Rehearse to meet presentation criteria. (LA)	Rehearse to meet presentation criteria. (LA)	Rehearse to meet presentation criteria. (LA)	Rehearse to meet presentation criteria. (LA)	Rehearse to meet presentation criteria. (LA)	Rehearse to meet presentation criteria. (LA)
		Identify strengths and weaknesses of rehearsal presentation and revise accordingly. (LA)	Identify strengths and weaknesses of rehearsal presentation and revise accordingly. (LA)	Describe strengths and weaknesses of rehearsal presentation and revise accordingly. (LA)	Gather feedback and discuss strengths and weaknesses of rehearsal presentation and revise accordingly. (LA)	Gather feedback and discuss strengths and weaknesses of rehearsal presentation and revise accordingly. (LA)
		Prepare the facility for final presentation.	Prepare the facility for final presentation.	Prepare the facility for final presentation.	Prepare the facility for final presentation.	Prepare the facility for final presentation.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
		Use facilities, resources, and equipment responsibly for the production and presentation, e.g., staging, props, seating arrangements.	Use facilities, resources, and equipment responsibly for the production and presentation, e.g., staging, props, seating arrangements, sound system, software and hardware.	Use facilities, resources, and equipment responsibly for the production and presentation, e.g., staging, props, seating arrangements, sound system, software and hardware, lighting.	Use facilities, resources, and equipment responsibly for the production and presentation, e.g., staging, props, seating arrangements, sound system, software and hardware, lighting.	Use facilities, resources, and equipment responsibly for the production and presentation, e.g., staging, props, seating arrangements, sound system, software and hardware, lighting.
	Consider that the audience may have questions and comments. (LA)	Anticipate, prepare for, and elicit audience reaction, e.g., questions, comments, applause. (LA)	Anticipate, prepare for, and elicit audience reaction, e.g., questions, comments, applause. (LA)	Anticipate, prepare for, and elicit audience reaction, e.g., questions, comments, applause. (LA)	Anticipate, prepare for, and elicit audience reaction, e.g., questions, comments, applause. (LA)	Anticipate, prepare for, and elicit audience reaction, e.g., questions, comments, applause. (LA)
Share final product. (LA)	Present final product. (LA)	Present final product. (LA)	Present final product. (LA)	Present final product. (LA)	Present final product. (LA)	Present final product. (LA)
		Track progress and recall the sequence of Step 5, Synthesis, e.g., draw and label pictures, dictate, or write individually. (LA)	Track progress and summarize the sequence of Step 5, Synthesis. (LA)	Record progress and reflections on the sequence of Step 5, Synthesis. (LA)	Record progress and reflections on the sequence of Step 5, Synthesis. (LA)	Record progress and reflections on the sequence of Step 5, Synthesis. (LA)

Step 6. Evaluation: How will I know I did my job well?

Standard 6	Students evaluate the product and the process.
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Objective 1 Evaluate the product.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
	Use elements of an effective product or presentation established in Step 1, Task Definition, as criteria to evaluate finished product.	Assess product effectiveness using objective evaluation criteria established in Step 1, Task Definition.	Assess product effectiveness using objective evaluation criteria established in Step 1, Task Definition.	Assess product effectiveness using objective evaluation criteria established in Step 1, Task Definition.	Assess product effectiveness using objective evaluation criteria established in Step 1, Task Definition.	Assess product effectiveness using objective evaluation criteria established in Step 1, Task Definition.
Tell what they like best about their products.	Tell what they like best about their products. (LA)	Use personal criteria such as quality of product and level of personal effort to evaluate the product.	Use personal criteria such as quality of product and level of personal effort to evaluate the product. (LA)	Use personal criteria such as quality of product and level of personal effort to evaluate the product. (LA)	Use personal criteria such as quality of product and level of personal effort to evaluate the product and justify assessment. (LA)	Use personal criteria such as quality of product and level of personal effort to evaluate the product and justify assessment. (LA)
		Assess reaction from the audience, e.g., peers teachers, parents, judges. (LA)	Assess reaction from the audience, e.g., peers teachers, parents, judges. (LA)	Assess reaction from the audience, e.g., peers teachers, parents, judges. (LA)	Assess reaction from the audience, e.g., peers teachers, parents, judges. (LA)	Assess reaction from the audience, e.g., peers teachers, parents, judges. (LA)

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Tell what was easy and hard to do in creating their products.	Review the final product, what went well and what should be improved in future products. (LA)	Discuss the final product, what went well and what should be improved in future products.	Summarize what went well and what should be improved in future products. (LA)	Summarize what went well and what should be improved in future products.	Summarize what went well and what should be improved in future products.	Summarize what went well and what should be improved in future products.

Objective 2

Evaluate the process.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Recall activities and impressions during each step of the Big6™ Process.	Recall activities and impressions during each step of the Big6™ Process. (LA)	Recall activities and impressions during each step of the Big6™ Process. (SS)	Recall activities and impressions during each step of the Big6™ Process. (LA)	Recall activities, and impressions during each step of the Big6™ Process. (LA)	Recall activities and impressions during each step of the Big6™ Process. (LA)	Recall activities and impressions during each step of the Big6™ Process. (LA)
Tell which steps of the Big6™ Process they liked doing best.	Tell which steps of the Big6™ Process they like doing best.	Assess the process for effectiveness and efficiency.	Assess the process for effectiveness and efficiency.	Assess the process for effectiveness and efficiency. (LA)	Assess the process for effectiveness and efficiency.	Assess the process for effectiveness and efficiency.
		Reflect on and record one's assessment of the process, e.g., what was done well and why, what could have been improved. (LA)	Reflect on and record one's assessment of the process, e.g., what was done well and why, what could have been improved, what was difficult and why. (LA)	Reflect on and record one's assessment of the process, e.g., what was done well and why, what could have been improved, what was difficult and why. (LA)	Reflect on and record one's assessment of the process, e.g., what was done well and why, what could have been improved, what was difficult and why, in which step did the most learning take place and why. (LA)	Reflect on and record one's assessment of the process, e.g., what was done well and why, what could have been improved, what was difficult and why, in which step did the most learning take place and why.

Strand Two: Literature

Students develop an awareness of and interaction with literature in a variety of formats
for the purpose of personal enrichment and information.

Standard 7	Students explore print material to learn how physical features of books and other resources contribute to meaning.
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Objective 1 (K-3) Demonstrate how pictures and text convey meaning.
 (4-6) Demonstrate how graphic material conveys meaning.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Demonstrate the concept of directionality in books by holding a book right side up, turning to the front of the book to begin, and progressing from left to right and top to bottom. (LA)	Demonstrate the concept of directionality in books by holding a book right side up, turning to the front of the book to begin, turning pages at the appropriate time when a story is being read, and progressing from left to right and top to bottom.					
Recognize how meaning is conveyed in pictures through shape, space, and color. (LA)	Describe how pictures convey meaning through shape, space, and color. (LA)	Describe how pictures convey meaning through shape, space, color, line, and medium. (LA)	Describe how pictures convey meaning through shape, space, color, line, medium, perspective, and composition. (LA)	Explain how illustrations, charts, graphs, and maps enhance understanding of the text. (SS)(LA)	Explain how sidebars and timelines enhance understanding of the text. (LA)	Explain how sidebars, timelines, line drawings, diagrams, and symbols enhance understanding of the text. (LA)
Recognize how meaning in text is conveyed through letters, words, sentences, and pages in a variety of books, e.g., alphabet books, concept books, and "big books." (LA)	Describe how text conveys meaning through letters, words, sentences, and pages in a variety of books, e.g., alphabet, concept, and "big books." (LA)	Explain how text conveys meaning through letters, words, sentences, and pages in a variety of books, e.g., alphabet, concept, and "big books." (LA)	Create a picture book to demonstrate how text conveys meaning through words, sentences, and pages. (SS)(LA)	Use graphics to enhance writing and research projects, e.g., illustrations, charts, graphs, maps. (SS)(LA)	Use graphics to enhance writing and research projects, e.g., illustrations, charts, graphs, maps, timelines. (SS)(LA)	Use graphics to enhance writing and research projects, e.g., sidebars, timelines, line drawings, diagrams, symbols. (SS)(LA)

Objective 2

Demonstrate an understanding of the physical features of books and other library resources.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Locate and define the parts of a book, e.g., cover, spine, title.	Locate and define the parts of a book, e.g., cover, spine, title, title page, author and illustrator names.	Locate and define the parts of a book, e.g., author and illustrator names, cover, spine, dust jacket, title, title page, endpapers, dedication page, text, table of contents, glossary, index.	Locate and define the parts of a book, e.g., author and illustrator names, title page, endpapers, dedication page, text, table of contents, glossary, index, copyright information, publisher, bibliography. (LA)	Locate and define the parts of a book, e.g., title and half-title pages, table of contents, glossary, index, copyright information, publisher, bibliography, appendix, author and illustrator notes. (SS)(LA)	Locate, define, and identify the purposes of the parts of a book, e.g., copyright information, publisher, bibliography, appendix, author and illustrator notes, introduction, preface. (LA)	Locate, define, and identify the purposes of the parts of a book, e.g., bibliography, appendix, author and illustrator notes, introduction, preface. (LA)
Identify, describe, and use the display features of electronic resources, e.g., buttons, scroll bars.	Identify, describe, and use the display features of electronic resources, e.g., buttons, scroll bars, menus, hot links.	Identify, describe, and use the display features of electronic resources, e.g., buttons, scroll bars, menus, hot links.	Identify, describe, and use the display features of electronic resources, e.g., buttons, scroll bars, menus, hot links. (LA)	Identify, describe, and use the display features of electronic resources, e.g., buttons, scroll bars, menus, hot links. (SS)(LA)	Identify, describe, and use the display features of electronic resources, e.g., buttons, scroll bars, menus, hot links. (LA)	Identify, describe, and use the display features of electronic resources, e.g., buttons, scroll bars, menus, hot links. (LA)

Standard 8

Students explore various aspects of literature in books and other formats.

Objective 1

Identify the contribution of authors and illustrators in the creation of literature.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Identify the role of the author.	Identify the role of the author.	Describe the role of the author. (LA)	Describe the role of the author. (LA)	Explain the role of the author. (LA)	Describe the steps authors use to write books.	Appraise the author's contribution, e.g., personal experience, formal training. (LA)
	Describe the components of literary style, e.g., mood, sentence patterns, pacing, rhythm. (LA)	Describe components of literary style, e.g., mood, sentence patterns, pacing, rhythm.	Describe elements of literary style, e.g., tone or feeling, sentence patterns, pacing, voice. (LA)	Describe with examples the components of literary style, e.g., sentence patterns, pacing, voice, alliteration, personification. (LA)	Infer how known stories would differ if there were changes in one of the components of literary style, e.g., pacing, sentence patterns, mood, rhythm, voice, alliteration, personification. (LA)	Infer how known stories would differ if there were changes in one of the components of literary style, e.g., pacing, sentence patterns, mood, rhythm, voice, alliteration, personification. (LA)
Identify the role of the illustrator. (FA)	Identify the role of the illustrator. (FA)	Describe the role of the illustrator. (FA)	Describe the role of the illustrator.	Compare the roles of the author and illustrator.	Describe the process an illustrator uses to create pictures for a book.	Appraise the illustrator's process, e.g., personal experiences, formal training.
	Identify compositional elements of illustrations, e.g., shape, space, color. (FA)(LA)	Identify and discuss compositional elements of illustrations, e.g., shape, space, color, line, and medium.	Analyze illustrations for compositional elements, e.g., shape, space, color, line, medium, perspective.	Reproduce compositional elements in illustrations, e.g., shape, space, color, line, medium, perspective.	Create illustrations for stories using a combination of compositional elements, e.g., shape, space, color, line, medium, perspective.	Change illustrations for known stories by changing one of the compositional elements, e.g., shape, space, color, line, medium, perspective.

Objective 2

Identify and describe the elements of "story."

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Identify the elements of "story," e.g., character, setting. (LA)	Identify the elements of "story," e.g., character, setting. (LA)	Describe the elements of "story," e.g., character, setting, plot. (LA)	Describe the elements of "story," e.g., character, setting, plot, point-of-view, theme. (LA)	Find examples of the elements of "story," e.g., character, setting, plot, point-of-view, theme. (LA)	Find examples of the elements of "story" in favorite books, e.g., setting, characters, plot, point-of-view, theme. (LA)	Compare and contrast, in two or more stories, the elements of "story," e.g., setting, characters, plot, point-of-view, theme, style. (LA)
		Observe the techniques used by authors and illustrators to give definition to characters, e.g., verbal and visual descriptions, dialogue.	Identify and describe the techniques used by authors and illustrators to give definition to characters, e.g., verbal and visual descriptions, dialogue. (LA)	Identify and explain the techniques used by authors and illustrators to give definition to characters, e.g., verbal and visual descriptions, dialogue.	Select a favorite character and analyze the author's or illustrator's techniques to give definition to the character, e.g., verbal or visual descriptions, dialogue.	Compare and contrast, in two or more stories, the techniques used by authors and illustrators to give definition to characters, e.g., verbal and visual descriptions, dialogue.
Recall the sequence of stories. (LA)	Recall the sequence of stories, i.e., beginning, middle, end. (SS)(LA)	Retell the sequence and plot development of stories, i.e., beginning, middle, end. (SS)(LA)	Summarize the plot of stories and retell stories in sequence. (LA)	Identify the elements of the plot, i.e., rising action, climax, and ending. (LA)	Identify and describe the plots of stories indicating rising action, climax, and ending. (LA)	Create a plot for a story, incorporating rising action, climax, and ending. (LA)
		Identify the themes in stories, e.g., friendship, kindness, value of family.	Identify and describe the themes in stories, e.g., resolving conflict, achievement. (SS)	Identify and describe the themes in stories, e.g., loyalty, determination, courage.	Categorize stories by theme.	Compare and contrast the treatment of a theme in two or more stories.
	Categorize the settings of stories as "real" or "make believe."	Categorize the settings of stories as "real" or "make believe." (LA)	Identify and explain setting and how it affects the action and characters. (LA)	Identify and explain setting and how it affects the action, characters, and theme.	Modify setting in particular stories and predict the effects on the action, characters, and theme. (LA)	Create settings for stories and predict the effects on the action, characters, and theme. (LA)
			Identify and explain point-of-view, i.e., who tells the story.	Identify point-of-view, i.e., who tells the story, and explain how authors and illustrators establish point-of-view.	Identify point-of-view, i.e., who tells the story, and explain how authors and illustrators establish point-of-view.	Identify point-of-view, i.e., who tells the story, and explain how authors and illustrators establish point-of-view.

Objective 3

Explore and compare different types of literature to enrich and expand the reading experience.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Listen to and begin to read various types of literature, e.g., age-appropriate fables, poetry, realistic fiction, folktales, fairy tales. (LA)	Listen to and begin to read various types of literature, e.g., fables, poetry, realistic fiction, folktales, fairy tales. (LA)	Read various types of literature, e.g., fables, poetry, drama, realistic fiction, fantasy, folktales, fairy tales. (LA)	Identify and describe the characteristics of various types of literature, e.g., fables, poetry, drama, realistic fiction, fantasy, folktales, fairy tales, myths, historical fiction. (SS)(LA)	Identify and describe the characteristics of various types of literature, e.g., fables, poetry, drama, realistic fiction, fantasy, folktales, fairy tales, myths, historical fiction, science fiction. (SS)(LA)	Identify and describe the characteristics of various types of literature, e.g., fables, poetry, drama, realistic fiction, fantasy, folktales, fairy tales, myths, historical fiction, science fiction, ballads. (LA)	Identify and describe the characteristics of various types of literature, e.g., fables, poetry, drama, realistic fiction, fantasy, folktales, fairy tales, myths, historical fiction, science fiction, ballads, epics. (SS)(LA)

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Listen to informational works, e.g., science, art, "how-to" books.	Listen to and begin to read informational works, e.g., science, art, "how-to" books, picture dictionaries.	Read informational works, e.g., science, art, "how-to" books, picture dictionaries, technology, sports and recreation, pets.	Read informational works, e.g., science, art, "how-to" books, technology, sports and recreation, pets, communication, transportation, economics, ecology, reference.	Read informational works, e.g., science, art, "how-to" books, technology, sports and recreation, pets, communication, transportation, economics, ecology, reference, history, geography.	Read informational works, e.g., science, art, "how-to" books, language, technology, sports and recreation, pets, communication, transportation, economics, ecology, reference, history, geography, government, fine arts.	Read informational works, e.g., science, art, "how-to" books, language, technology, sports and recreation, pets, communication, transportation, economics, ecology, reference, history, geography, government, fine arts, world cultures and religions.
(SS)(LA)	(SS)(LA)	(SS)(LA)	(SS)(LA)	(SS)(LA)	(SS)(LA)	(SS)(LA)

Standard 9 Students value the contribution of reading to becoming self-directed, lifelong learners.

Objective 1 (K-1) Listen to and begin to read a variety of literature to enhance selection.
(2-6) Listen to and read a variety of literature to enhance selection.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
	Identify evaluative criteria to use when selecting materials, e.g., interest, readability.	Identify and list a variety of evaluative criteria to use when selecting materials, e.g., interest, readability, relevance.	Identify and list a variety of evaluative criteria to use when selecting materials, e.g., interest, readability, relevance, currency.	Define and use a variety of evaluative criteria when selecting materials, e.g., interest, readability, relevance, currency, accuracy.	Define and use a variety of evaluative criteria when selecting materials, e.g., interest, readability, relevance, currency, accuracy, authority.	Define and use a variety of evaluative criteria when selecting materials, e.g., interest, readability, relevance, accuracy, currency, authority, cultural diversity, availability.
				(LA)	(LA)	(LA)
Explore a variety of literary formats, e.g., wordless books, "big books," novelty books.	Explore a variety of literary formats, e.g., wordless books, "big books," novelty books, periodicals, multimedia.	Read a variety of literary formats, e.g., novelty books, periodicals, multimedia.	Define and read a variety of literary formats, e.g., novelty books, periodicals, multimedia.	Distinguish among and read a variety of literary formats, e.g., periodicals, multimedia, short stories.	Evaluate and select a variety of literary formats, e.g., short stories, literary magazines, films, videos, multimedia.	Evaluate and recommend quality examples of literary formats, e.g., short stories, literary magazines, films, videos, multimedia.
(LA)	(LA)	(LA)	(LA)	(LA)	(LA)	(LA)
Listen to and explore quality literature, e.g., award books, classics, "notable" or "best" books, works of distinguished authors and illustrators.	Listen to and begin to read quality literature, e.g., award books, classics, "notable" or "best" books, works of distinguished authors and illustrators.	Listen to or read quality literature, e.g., award books, classics, "notable" or "best" books, works of distinguished authors and illustrators.	Listen to, read, and define quality literature, e.g., award books, classics, "notable" or "best" books, works of distinguished authors and illustrators.	Listen to, read, and distinguish among works of literary quality, e.g., award books, classics, "notable" or "best" books, works of distinguished authors and illustrators.	Listen to, read, and evaluate quality literature, e.g., award books, classics, "notable" or "best" books, works of distinguished authors and illustrators.	Listen to, read, evaluate, and recommend examples of quality literature, e.g., award books, classics, "notable" or "best" books, works of distinguished authors and illustrators.
(LA)	(LA)	(LA)	(LA)	(LA)	(LA)	(LA)

Objective 2

(K) Recognize how literature offers a wide variety of life experiences and perspectives.

(1-6) Recognize, as readers, how literature offers a wide variety of life experiences and perspectives.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Listen to and begin to read books for joy and enrichment as well as information. (LA)	Listen to and begin to read books for joy and enrichment as well as information. (LA)	Recognize how reading can inform, delight, and enrich. (LA)	Recognize how reading can inform, delight, and enrich. (LA)	Recognize how reading can inform, delight, and enrich. (LA)	Describe how reading can inform, delight, and enrich. (LA)	Describe how reading can present facts and information and bring joy, enlightenment, and enrichment. (LA)
Share ideas, concepts, and information after listening or reading, e.g., ideas and information from favorite fictional characters. (LA)	Share ideas, concepts, and information after reading, e.g., ideas and information from favorite fictional characters and people from cultures past and present. (SS)(LA)	Share ideas, concepts, and information after reading, e.g., ideas and information from favorite fictional characters and people from cultures past and present. (SS)(LA)	Describe insights from and connections to fictional characters, people, and cultures from the past and present. (SS)(LA)	Share insights from and connections to fictional characters, people, and cultures from the past and present. (SS)(LA)	Share insights from and connections to fictional characters, people, and cultures from the past and present. (SS)(LA)	Share insights from and connections to fictional characters, people, and cultures from the past and present. (SS)(LA)
Develop empathy through interaction with a story's characters.	Develop empathy and perspective through interaction with a story's characters or setting.	Develop empathy and perspective through interaction with a story's characters, setting, or plot. (SS)(LA)	Develop empathy and perspective through interaction with a story's characters, setting, or plot. (LA)	Develop empathy and perspective through interaction with a story's characters, setting, plot, or theme. (LA)	Develop empathy and perspective through interaction with a story's characters, setting, plot, or theme. (LA)	Develop empathy and perspective through interaction with a story's characters, setting, plot, or theme. (SS)(LA)

Strand Three: Media Literacy

Standard 10	Awareness: Students will be aware that media literacy as a life skill is integral to modern citizenship, informed decision making, and healthy lifestyles.
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Objective 1 Use basic terms and concepts of media.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Discuss the meaning of media. (LA)	Discuss the meaning of media.	Define and discuss the meaning of media. (HL)	Define with examples basic terms, e.g., media, media literacy, mass media, local media.	Define and explain basic terms, e.g., media, media literacy, mass media, local media.	Explain and use basic terms, e.g., media, media literacy, mass media, local media.	Differentiate among and use basic terms, e.g., media, media literacy, mass media, local media.
Identify and discuss a variety of media, e.g., television, books, newspapers, billboards, bumper stickers, radio, computers, clothing with messages. (LA)	Identify and discuss a variety of media, e.g., television, books, newspapers, billboards, bumper stickers, radio, computers, clothing with messages.	List and describe the audience appeal of a variety of media, e.g., television, books, newspaper, bumper stickers, radio, computer, clothing with messages. (HL)	List and describe a variety of media and the advantages and limitations of each, e.g., availability, cost, audience appeal, frequency, and ease of use.	Classify, as print or nonprint, a variety of media and list the advantages and limitations of each, e.g., availability, cost, audience appeal, frequency, and ease of use. (HL)	Compare, contrast, and rank, according to potential impact, a variety of media and explain the advantages and limitations of each, e.g., availability, cost, audience appeal, frequency, ease of use, and potential audience size. (HL)	Rank, according to potential impact, a variety of media and explain the advantages and limitations of each, e.g., availability, cost, audience appeal, frequency, ease of use, potential audience size.

Objective 2 Demonstrate how the use of media can broaden the educational experience.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Information and experiences gained through media.	Identify information and experiences gained through media.	Recognize information and experiences gained through media, e.g., cultural and geographic insights. (SS)(LA)	Explain vicarious experiences gained through media, e.g., cultural, geographic, and historic insights. (SS)(LA)	Use examples to show how vicarious experience through media can provide cultural, geographic, and historic insights. (LA)	Use examples to show how vicarious experience through media can provide cultural, geographic, and historic insights. (SS)(LA)	Use examples to show how vicarious experience through media can provide cultural, geographic, and historic insights. (LA)
Share experiences gained through media. (LA)	Share experiences gained through media. (LA)	Identify information gained through media that has potential to help develop creativity and values.	Explain how media experiences have the potential to help develop creativity and change values, lives, or perspectives. (HL)	Explain how media experiences have the potential to help develop creativity and change perspectives, values, or lives. (HL)	Explain how media experiences have the potential to help develop creativity and change perspectives, values, or lives. (HL)	Explain how media experiences have the potential to help develop creativity and change perspectives, values, or lives. (HL)(SS)

Objective 3

- (1-3) Identify citizens' rights and responsibilities with respect to media.
(4-6) Explain citizens' rights and responsibilities with respect to media.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
	Explain that works of print and nonprint media are created by and belong to an author, illustrator, or company. (FA)(SS)	Give examples of works of print and nonprint media that are created by and belong to an author, illustrator, or company.	Describe ethically and legally responsible ways in which to use print and nonprint media. (SS)	Explain ethically and legally responsible ways in which to use print and nonprint media. (SS)	Interpret with examples ethically and legally responsible ways in which to use print and nonprint media. (SS)	Demonstrate ethically and legally responsible ways in which to use print and nonprint media. (SS)
	Recognize symbols of copyright and trademarks. (SS)	Identify symbols of copyright and trademarks.	Locate and identify symbols of copyright and trademarks in or on print and nonprint media.	Identify bibliographic and other important information in print and nonprint media, e.g., title, author, director, producer, copyright date, copyright and duplication warnings.	Identify bibliographic and other important information in print and nonprint media, e.g., title, author, director, producer, copyright date, copyright and duplication warnings, ratings.	Identify bibliographic and other important information in print and nonprint media, e.g., title, author, director, producer, copyright date, copyright and duplication warnings, rating, edition or version.
		Identify how to be active consumers of media, e.g., respond with discussion, painting, drawing, letter writing. (SS)	Identify and list how to be active consumers of media, e.g., respond with letters to editors, letters and telephone calls to station programmers and advertisers. (SS)	Identify and list how to be active consumers of media, e.g., respond with letters to editors, letters and telephone calls to station programmers and advertisers, flyers, posters. (SS)	Identify and list how to be active consumers of media, e.g., respond with letters to editors, letters and telephone calls to station programmers and advertisers, flyers, posters, newsletters. (SS)	Explain how to be active consumers of media, e.g., respond with letters to editors, letters and telephone calls to station programmers and advertisers, flyers, posters, newsletters. (SS)

Objective 4

Demonstrate how cultural heritage and experiences influence interpretation of media.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
	Share differing interpretations of the same program, story, etc. (SS)	Recognize differing viewpoints.	Recognize the value of differing viewpoints. (SS)(LA)	Recognize the value of differing viewpoints. (LA)	Recognize the value of differing viewpoints. (SS)(LA)	Recognize the value of differing viewpoints. (LA)
	Relate the content of media to prior experience.	Recognize the influence of emotions and experiences on the understanding and interpretation of media.	Describe how emotions and experiences influence understanding and interpretation of media.	Describe and explain how emotions and experiences influence understanding and interpretation of media.	Explain how understanding and interpretation of media differs based on emotions and experiences.	Explain how understanding and interpretation of media differs based on emotions and experiences. (SS)
		Recognize that social and cultural attitudes and backgrounds can influence responses to media, e.g., sports ability bias, gender bias. (HL)	Recognize how social and cultural attitudes and backgrounds can influence responses to media, e.g., sports ability bias, gender bias.	Explain how social and cultural attitudes and backgrounds influence understanding and interpretation of media, e.g., gender bias, ethnic and cultural content.	Explain how social and cultural attitudes and backgrounds influence understanding and interpretation of media, e.g., gender bias, ethnic and cultural content.	Explain how social and cultural attitudes and backgrounds influence understanding and interpretation of media, e.g., gender bias, ethnic and cultural content. (SS)

Objective 5

Recognize the purposeful and careful construction of media productions.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
	Recognize that media productions influence perceptions of reality.	Recognize that media productions influence perceptions of reality. (SS)(LA)	Recognize how media productions may be constructed to create or influence a perception of reality.	Explain how media productions may be constructed to create or influence a perception of reality. (HL)	Identify examples of media productions that create or influence a perception of reality. (HL)	Identify examples of media productions that create or influence a perception of reality. (HL)
					Identify how media messages influence the political, economic, and social attitudes of an individual and society.	Identify how media messages influence the political, economic, and social attitudes of an individual and society. (HL)(SS)
	Recognize examples of real and make-believe content in media.	Recognize examples of real and make-believe content in media. (HL)(SS)(LA)	Identify examples of real, realistic, and unreal content in media, e.g., a horse, a wooden horse, a unicorn.	Classify examples of real, realistic, and unreal content in media, e.g., a dinosaur artifact, a dinosaur museum replica, a cartoon representation of a dinosaur. (LA)	Classify examples of real, realistic, and unreal content in media. (LA)	Classify examples of real, realistic, and unreal content in media. (HL)(LA)
	Recognize examples of advertising targeted at young viewers, e.g., advertisements for toys, games, cereal and snacks, clothing with logos. (HL)	Identify examples of advertising targeted at young viewers, e.g., advertisements for toys, games, cereal and snacks, clothing with logos. (HL)	Identify examples of advertising targeted at young viewers, e.g., condoning rudeness, advertisements for toys, games, cereal and snacks, clothing with logos. (HL)(SS)	Identify examples of advertising with multiple messages, e.g., associating increased athletic ability with certain products, promoting certain cereals as healthy. (HL)	Identify examples of advertising with multiple messages, e.g., associating an advertised product with the concepts that the right clothing brings popularity, adult authority figures are incompetent, being rude to adults is acceptable behavior. (HL)	Identify examples of advertising with multiple messages, e.g., associating an advertised product with happiness, power, physical appeal, or a desired lifestyle. (HL)

Standard 11

Analysis: Students analyze elements of media messages to understand their forms and functions, content, intent, and effects on the receiver.

Objective 1

Analyze techniques used to construct media messages.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
		List elements of communication, i.e., sender, message, receiver.	List and define elements of communication, i.e., sender, message, receiver.	List and describe elements of communication, i.e., sender, message, receiver.	List and describe elements of communication, i.e., sender, message, receiver.	List and analyze elements of communication, i.e., sender, message, receiver.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
		Identify the purposes of media messages.	Identify and describe the purposes of media messages. (HL)(SS)	Identify and describe with examples the purposes and perspectives of media messages. (HL)(SS)	Identify and analyze the purposes and perspectives or biases of media messages. (HL)	Identify and analyze with examples the purposes and perspectives or biases of media messages. (HL)
		Describe how sound is manipulated in constructing media messages, e.g., music, sound effects, decibel level.	Identify examples of how sound is manipulated in constructing media messages, e.g., music, sound effects, decibel level.	Identify examples of how sound is manipulated in constructing media messages, e.g., music, sound effects, decibel level. (HL)	Analyze how sound is manipulated in constructing media messages, e.g., music, sound effects, decibel level, laugh track.	Analyze and evaluate how sound is manipulated in constructing media messages, e.g., music, sound effects, decibel level, laugh track.
			Identify examples of visual effects used in constructing media messages, e.g., camera angles, zooms, cuts, color, graphics, lighting.	Identify visual effects used in constructing media messages, e.g., shot selection, camera angles, zooms, cuts, color, graphics, wipes, dissolves, lighting, flashback. (HL)	Analyze how visual effects have been manipulated in constructing media messages, e.g., camera angles, zooms, cuts, color, graphics, wipes, dissolves, perception of time.	Evaluate how visual effects have been manipulated in constructing media messages, e.g., use of camera angles, zooms, cuts, color, graphics, wipes, dissolves, time manipulation.
				Describe how written and verbal texts are manipulated in constructing a media message, e.g., amount, color, repetition of text, pace, content, volume. (HL)	Analyze how written and verbal texts are manipulated in constructing a media message, e.g., amount, color, repetition of text, pace, content, volume.	Evaluate how written and verbal texts are manipulated in constructing a media message, e.g., amount, color, repetition of text, pace, content, volume.
				Describe how editing alters media messages. (HL)	Analyze media messages and infer how they may have been edited to achieve desired impressions.	Analyze media messages and infer how they may have been edited to achieve desired impressions.

Objective 2

Analyze, question, and think critically about media messages.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
	Retell the content of media messages. (SS)(LA)	Retell the content of media messages. (LA)	Summarize the content of media messages. (SS)(LA)	Summarize the content of media messages. (LA)	Summarize the main points of media messages that convey the same subject or event. (SS)(LA)	Summarize and compare media messages that convey the same subject or event. (LA)
	Recognize advertising and programming on television. (HL)	Recognize advertising and programming on television. (SS)	Differentiate between advertisements and other content material, e.g., television, periodicals, radio, the Internet. (HL)	Differentiate between advertisements and other content material, e.g., television, periodicals, radio, the Internet, movies, videos, "infomercials."	Differentiate between advertisements and other content material, e.g., television, periodicals, radio, the Internet, movies, videos, "infomercials."	Differentiate between advertisements and other content material, e.g., television, periodicals, radio, the Internet, movies, videos, "infomercials."

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
				Discuss the possible intents, obvious and hidden, of media messages, e.g., in advertising, educational programming, public service announcements. (HL)	Identify the possible intents, obvious and hidden, of media messages, e.g., in advertising, educational programming, public service announcements, documentaries, sponsorships. (HL)	Analyze the possible intents, obvious and hidden, of media messages in all types of media productions. (HL)
			Identify fact and opinion in a variety of media messages. (SS)(LA)	Identify fact and opinion in a variety of media messages. (HL)(LA)	Analyze examples of fact and opinion in a variety of media messages. (SS)	Analyze examples of fact and opinion in a variety of media messages. (LA)
	Identify persuasive techniques in advertising, e.g., celebrity endorsement, jingles, slogans. (HL)	Identify persuasive techniques in advertising, e.g., fantasy, "happy families."	Identify persuasive techniques in advertising, e.g., fantasy, "happy families," negative side-by-side comparison.	Identify persuasive techniques in advertising, e.g., negative side-by-side comparison, "torture test," "plain folks," health and nature, theatrical extravaganza. (HL)	Identify and classify persuasive techniques in advertising, e.g., "plain folks," health and nature, theatrical extravaganza, humor.	Identify and classify persuasive techniques in advertising, e.g., humor, emotional appeal, patriotism.
	Recognize a balance of diversity in media messages, e.g., gender, ethnic representation, age.	Recognize a balance of diversity in media messages, e.g., gender, ethnic representation, age.	Recognize a balance of diversity in media messages, e.g., gender, age, ethnic representation, physical and mental ability representation.	Compare and contrast media messages for a balance of diversity, e.g., gender, age, ethnic representation, physical and mental ability, and socio-economic level.	Analyze media messages for a balance of diversity, e.g., gender, age, ethnic representation, physical and mental ability, and socio-economic level.	Critique media messages for a balance of diversity, e.g., gender, age, ethnic representation, physical and mental ability, and socio-economic level.

Objective 3 Analyze effects of media messages on the receiver.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
	Identify the possible effects of advertising, e.g., impulsive vs. informed buying, realistic vs. unrealistic promises. (HL)	Identify the possible effects of advertising, e.g., satisfaction versus disillusionment, healthy versus unhealthy choices. (HL)	List a variety of the possible effects of advertising, e.g., satisfaction vs. disillusionment, healthy vs. unhealthy choices. (HL)(SS)	Predict the possible effects of advertising, e.g., accurate vs. misleading information, positive vs. damaging portrayals. (HL)(SS)	Analyze the possible effects of advertising, e.g., accurate vs. misleading information, positive vs. damaging portrayals. (HL)	Analyze the possible effects of advertising, e.g., accurate vs. misleading information, positive vs. damaging portrayals. (HL)
	Identify media messages for ethics and values, e.g., "The Golden Rule," sharing, kindness, honesty, respect, trust.	Identify media messages for ethics and values, e.g., honesty, responsibility, caring, respect, trust, justice.	Identify media messages for ethics and values, e.g., honesty, responsibility, caring, respect, trust, justice.	Identify media messages for ethics and values, e.g., honesty, responsibility, caring, respect, trust, justice. (HL)	Analyze media messages for ethics and values, e.g., honesty, responsibility, caring, respect, trust, justice.	Analyze media messages for ethics and values, e.g., honesty, responsibility, caring, respect, trust, justice.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
	Identify examples of "staged" violence portrayed in various forms of media, e.g., property damage, physical harm.	Identify examples of "staged" violence portrayed in various forms of media, e.g., property damage, physical harm. (HL)	Contrast the consequences of "staged" violence portrayed in media, e.g., property damage, physical harm, with the consequences of violence in real life.	Explain possible effects of viewing gratuitous violence and other excessive behaviors, e.g., promoting fear, promoting aggressive behavior, increasing desire for more violent programming, desensitizing viewers, encouraging imitative behavior, offering unrealistic solutions to problems. (HL)	Explain possible effects of viewing gratuitous violence and other excessive behaviors, e.g., promoting fear, promoting aggressive behavior, increasing desire for more violent programming, desensitizing viewers, encouraging imitative behavior, offering unrealistic solutions to problems.	Predict possible effects of viewing gratuitous violence and other excessive behaviors, e.g., promoting fear, promoting aggressive behavior, increasing desire for more violent programming, desensitizing viewers, encouraging imitative behavior, offering unrealistic solutions to problems.

Standard 12	Evaluation: Students evaluate elements and intended results of media messages to facilitate selection for personal and educational use.
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Objective 1 Critique the aesthetic elements of media messages.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
			List criteria for the use of selected visual techniques in media messages, e.g., color graphics.	Apply criteria for the effective use of visual techniques in media messages, e.g., color, graphics, zooms, cuts.	Critique the effective use of visual techniques in media messages, e.g., zooms, cuts, camera angles, shot selection.	Critique the effective use of visual techniques in media messages, e.g., zooms, cuts, camera angles, shot selection.
			List criteria for selected examples of time manipulation in media messages, e.g., slow motion, instant replay.	Apply criteria for the effective use of time manipulation in media messages, e.g., slow motion, instant replay, time lapse.	Critique the effective use of time manipulation in media messages, e.g., time lapse, future projection.	Critique the effective use of time manipulation in media messages, e.g., future projection, flashback.
				List criteria for the effective use of written and verbal text in media messages, e.g., color, volume (loudness), pace.	Apply criteria for the effective use of written and verbal text in media messages, e.g., color, volume (loudness), pace, amount.	Critique the effective use of written and verbal text in media messages, e.g., amount, repetition or text, content.

Objective 2

(2) Evaluate media for personal and educational use.

(3-6) Evaluate the effectiveness of media for intended results from targeted audiences.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
		Compare print and nonprint versions of a story and describe differences. (SS)(LA)			Evaluate how the intent is communicated in media messages in a variety of media productions, e.g., advertising, educational and entertainment programming, sponsorship. (HL)(SS)	Evaluate how the intent is communicated in media messages in a variety of media productions, e.g., advertising, educational and entertainment programming, sponsorship. (HL)
		Compare the appearance and actions of the same character in two or more illustrated versions of the same folktale.	Analyze print and nonprint versions of the same media message. (SS)	Analyze print and nonprint versions of the same media message.	Evaluate the use of persuasive techniques in media messages, e.g., manipulation of statistics and research findings, emotional and visual appeal, humor. (HL)	Evaluate the use of persuasive techniques in media messages, e.g., manipulation of statistics and research findings, emotional and visual appeal, humor. (HL)
		Recognize examples of stereotyping in media.	Identify examples of stereotyping. (SS)	Identify and assess the impact of stereotyping on various groups.	Assess the impact of stereotyping on various groups.	Assess the impact of stereotyping on various groups.
					Evaluate print and nonprint versions of the same media message and determine the best format for intended purposes and audiences, e.g., book and film version of a story, advertising on billboards, radio, television. (SS)	Evaluate print and nonprint versions of the same media message and determine the best format for intended purposes and audiences, e.g., book and film version of a story, advertising on billboards, radio, television. (LA)

Objective 3

Evaluate and select media for personal and educational use.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
		Compare the amount of time devoted to television, videos, and games with other activities, e.g., play, books, participation sports.	Compare the amount of time devoted to media with the amount of time devoted to reading, exercise, participation sports, the arts.	Analyze the amount of time devoted to media with the amount of time devoted to reading, exercise, participation sports, the arts.	Determine if the amount of time devoted to media is in balance with other activities, e.g., reading, exercise, sports, the arts, etc.	Determine if the amount of time devoted to media is in balance with other activities, e.g., reading, exercise, sports, the arts, etc.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
		Make wise media choices by consulting with parents and teachers.	Make wise media choices by consulting with parents and teachers.	Recognize criteria and evaluative resources in making wise media choices, e.g., conferring with parents and teachers, consulting reviews and ratings.	Recognize criteria and evaluative resources in making wise media choices, e.g., conferring with parents and teachers, consulting reputable reviews and ratings.	Recognize criteria and evaluative resources in making wise media choices, e.g., conferring with parents and teachers, consulting reputable reviews and ratings.
			Evaluate media messages for accuracy and authenticity, e.g., verify facts with additional resources. (HL)(SS)	Evaluate media messages for accuracy, authenticity and relevance, e.g., verify facts with additional resources.	Evaluate media messages for accuracy, authenticity, relevance, and source authority.	Evaluate media messages for accuracy, authenticity, relevance, and source authority. (HL)
		Identify and select media materials to meet educational needs, e.g., presentations. (LA)	Evaluate and select media materials to meet educational needs, e.g., presentations, research.	Evaluate and select media materials to meet educational needs, e.g., presentations, research. (LA)	Evaluate and select media materials to meet educational needs, e.g., presentations, research. (LA)	Evaluate and select media materials to meet educational needs, e.g., presentations, research. (SS)(LA)

Standard 13 Production: Students produce media messages in selected formats.

Objective 1 Students prepare messages for presentation by using a multi-step planning process.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
	Determine message to convey.	Determine message to convey.	Determine message to convey.	Determine message to convey, considering content, intent, and length.	Determine message to convey, considering content, intent, and length.	Determine message to convey, considering content, intent, and length.
	Identify the target audience for message, e.g., peers, parents.	Identify the target audience for message, e.g., peers, parents.	Define the target audience for message, e.g., peers, parents, community.	Define the target audience for message, e.g., peers, parents, community.	Define the target audience for message, e.g., peers, parents, community.	Define the target audience for message, e.g., peers, parents, community.
	Select the most appropriate medium for each message, e.g., poster, bumper sticker.	Select the most appropriate medium for each message, e.g., poster, bumper sticker, public service announcement.	Select the most appropriate medium for each message, e.g., poster, brochure, advertisement.	Select the most appropriate medium for each message, e.g., poster, brochure, advertisement.	Identify the characteristics of various media formats and select medium to suit the purpose of each message.	Identify the characteristics of various media formats and select medium to suit the purpose of each message.
	Identify materials needed for presentation, e.g., paper, poster board, crayons, markers.	Identify materials needed for presentations, e.g., paper, poster board, crayons, markers.	Identify items needed for presentations, e.g., art materials, video equipment.	Identify items needed for presentations, e.g., art materials, video or recording equipment.	Identify resources needed for presentations, e.g., materials, equipment, cost.	Identify resources needed for presentations, e.g., materials, equipment, cost.

Objective 2

Students develop and apply criteria for quality media productions.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
	Recognize criteria for quality media productions.	Identify criteria for quality media productions.	Identify criteria for quality media productions.	Establish criteria for quality media productions.	Develop and apply criteria for quality media productions.	Develop and apply criteria for quality media productions.
	Select components of the medium, e.g., format, materials, color, design, size.	Select components of the medium, e.g., format, materials, color, design, size.	Select components of the medium, e.g., format, materials, color, design, size, graphics, sound.	Select components of the medium, e.g., format, materials, color, design, size, graphics, sound.	Select components of the medium, e.g., format, materials, color, design, size, graphics, sound, text.	Select components of the medium, e.g., format, materials, color, design, size, graphics, sound, text.
	Draft and refine message, e.g., sketching design, composing text.	Draft and refine message, e.g., storyboarding, sketching, editing.	Draft and refine message, e.g., storyboarding, sketching, editing.	Draft and refine message, e.g., storyboarding, sketching, editing.	Draft and refine message, e.g., outlining, storyboarding, sketching, editing.	Draft and refine message, e.g., outlining, storyboarding, sketching, editing.
	Identify good presentation techniques.	Identify good presentation techniques.	Identify good presentation techniques.	Identify good presentation techniques.	Identify good presentation techniques.	Identify good presentation techniques.
	Cite sources used in productions.	Cite sources used in productions.	Cite sources used in productions.	Cite sources used in productions.	Cite sources used in productions.	Cite sources used in productions.

Objective 3

Students present or exhibit media messages and evaluate their final products.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
	Plan and prepare presentation settings.	Plan and prepare presentation settings.	Plan and prepare presentation settings.	Plan and prepare presentation settings.	Plan and prepare presentation settings.	Plan and prepare presentation settings.
	Practice good presentation techniques, e.g., face audience, speak slowly and clearly, project voice to back of room.	Practice good presentation techniques, e.g., face audience, speak slowly and clearly, project voice to back of room.	Practice good presentation techniques, e.g., face audience, speak slowly and clearly, project voice to back of room.	Practice good presentation techniques, e.g., face audience, speak slowly and clearly, project voice to back of room.	Practice good presentation techniques, e.g., face audience, speak slowly and clearly, project voice to back of room.	Practice good presentation techniques, e.g., face audience, speak slowly and clearly, project voice to back of room.
	Present media message to appropriate group, e.g., peers, parents, community.	Present media message to appropriate group, e.g., peers, parents, community.	Present media message to appropriate group, e.g., peers, parents, community.	Present media message to appropriate group, e.g., peers, parents, community.	Present media message to appropriate group, e.g., peers, parents, community.	Present media message to appropriate group, e.g., peers, parents, community.
	Evaluate final products.	Evaluate final products.	Evaluate final products for effectiveness.	Evaluate final products for effectiveness.	Evaluate final products for effectiveness and efficiency.	Evaluate final products for effectiveness and efficiency.

Glossary

Big 6™ : Systematic approach to information problem solving using a six step process. The Big6™ can be used whenever an individual has an information problem.¹

Boolean : Words used in searching on a computer, e.g., *and*, *or*, *not*.

Camera angles

High angle: shot in which the camera is above the subject looking down. A camera looking down on a person can make him or her look small and powerless.

Eye angle: shot in which the camera is positioned at eye level with the subject.

Low angle: shot in which the camera is below the subject looking up. This angle can make a person seem larger and more powerful.

Close-up (cu): Shot in which the camera is close to the subject. When shooting a person, it is used to show emotion.

Credits (n): Recognition by name of persons contributing to a performance.

Cut (n): An editing technique in which one shot immediately follows another.

Dissolve: One shot fades out while another fades in.

Editing (n): Rearranging or cutting material to produce a finished product, e.g., report, book, film, advertisement, etc.

Extreme close up (ecu): Shot in which the camera is very close to the subject, exaggerates features.

Fade (n): Shot fades out to a blank, often black, screen or up from a blank screen.

Information book: Nonfiction books that present current, accurate knowledge about some subject. The information in them is verifiable: sources in a library; letters or journals; or first hand, observable fact.²

Local media: Media that is produced on a small scale, e.g., school production, community radio or television production.

Long shot (ls): A shot in which the camera is far from the object or action. It gives more information and a wider view. It can show a large crowd, a place, a whole setting, or action from a distance. Same as a wide shot.

Mapping: Graphic organizer for information.

Mass media: A communications medium capable of reaching a mass of people simultaneously.³

Media: Plural for medium.

¹ Eisenberg, Michael B. and Robert E. Berkowitz, Information Problem-Solving: The Big Six Skills© Approach to Library & Information Skills Instruction. Norwood, New Jersey: Ablex Publishing, 1990.

² Jacobs, James S. and Michael O. Tunnell. Children's Literature, Briefly. New York, Prentice Hall, 1996

³ Rosen, Elana Yonah. Arli Paulin Quesada and Sue Lockwood Summers. Changing the World through Media Education. Just Think Foundation, 1998

Media literacy: The combination of knowledge and skills required to access, analyze, interpret, evaluate, and create media in a variety of forms.

Medium: Means by which we communicate a message.⁴

Medium shot (ms): The shot between a wide shot and a close-up.

Mood: A predominant feeling or emotion in literature.

Pacing: The way the plot moves along.

Pan: In video production, the movement of the camera from left to right or from right to left.

Persuasive techniques: Methods used by advertisers to promote their products.

Fantasy: The use of fantasy and animation. This is often used in advertisements for children.

Plain folks: The use of average looking people that could be our neighbors or friends using the product.

Theatrical extravaganza: The use of jingles, music, and dancing to create a mini-show about the product.

Celebrity endorsement: The use of a famous person to draw attention to a product.

Persuasive techniques 2

Slogan: A simple phrase that is repeated over and over so that it will stay in the consumer's mind.

Torture test: A product is subjected to hazardous conditions to demonstrate durability. It is required by law that these tests must have actually happened.

Humor: This is commonly used as a focus for many products.

Jingle: Like slogans, but using music to emphasize a message with a short, catchy tune.

Created spokesperson: A technique that uses an invented character who becomes identified with the product in the consumer's mind.

Side by side (media and you): A technique where two products are shown and compared side by side. One is shown to be better, softer, more absorbent, etc.

Persuasive techniques 3

Image advertising: In this technique there is not a lot to say about the product, but it is selling a lifestyle or image that they are hoping the viewer will buy into.

Point of view: Who is telling the story. May be told in first person--a main character, or third person--a narrator or impartial bystander.

Print awareness: Being aware that print has meaning and directionality.

⁴ Rosen, et al.

Shot types

Close-up: Communicates emotion. A close-up allows us to see emotion on someone's face. It gives detailed information about a character or situation by moving in closer.

Medium shot: Less emotional and less personal attention is focused on one or a few people or a small area.

Long shot: Gives more information and a wider view. It can show a large crowd, a place, a whole setting, or action from a distance. Same as a wide shot.

Stereotype: An oversimplified description based on limited experience. Television shows often use stereotyped characters who are instantly recognizable by viewers.⁵

Storyboard: A scene-by-scene depiction of a story that includes sketches with notes about voice-overs, sound effects, and other media elements that accompany the scene.⁶

Style: Distinctive manner of expression in writing or speech.

Target audience: A group of viewers to whom a particular program, commercial, or advertisement is directed.⁷

Tilt: When the camera moves up and down, from top down or from bottom up.

Tone: The feeling generated in or by a piece of literature. The style or manner of expression in writing.

Voice: The story teller. May be a character or an impartial bystander. May also refer to the style of speech used within the story. [first person is the speaker; second person is spoken to; third person is spoken about.]

Weasels: Sneaky parts of commercials. These can take the form of unseen props such as changing counter heights to make things look taller or shorter, using boxes for actors to stand taller, showing the close-ups of a small object to make it appear larger on the screen than it really is, or using qualified statements such as “virtually,” “chances are,” “might,” “can help,” “usually,” “help control,” or “sometimes.” These words help the commercials from making promises they cannot keep. Even the experts have trouble finding weasels in media.

Webbing: A graphic organizer of information.

Wide shot (ws): A shot in which the camera is far from the object or action. It gives more information and a broader view. It can show a large crowd, a place, a whole setting, or action from a distance. Same as a long shot.

Zoom: When the camera lens moves toward or away from a subject to get a closer or more distant view.

Zoom in, zoom out: In video production, the movement toward or away from the subject quickly.

⁵ Rosen, et al.

⁶ Rosen, et al.

⁷ Rosen, et al.

Appendix A

Possible Final Product Examples

- | | |
|-----------------------------|---|
| 1. Advertisement | 18. News broadcast |
| 2. Brochure | 19. Newspaper story |
| 3. Chart | 20. Oral report |
| 4. Choral reading | 21. Pamphlet |
| 5. Debate | 22. Photo essay |
| 6. Demonstration | 23. Poem(s) |
| 7. Diorama | 24. Poster |
| 8. Display | 25. Puppet show |
| 9. Editorial | 26. Rap |
| 10. Essay | 27. Skit |
| 11. Fact file | 28. Song(s) |
| 12. Flip chart | 29. Tape (cassette) |
| 13. Game | 30. Transparencies for overhead projector |
| 14. Lesson | 31. TV news report |
| 15. Letters | 32. Video tape |
| 16. Museum exhibit | 33. Written report |
| 17. Multimedia presentation | |

Appendix B

Simplified Bibliographic Format

- The list is in **alphabetical order** according to the **author's last name**.
- **Indentation is key.** All lines *except* the first line are indented.

1. *For a book:*

Author (last name first). Title. Copyright date.

Sonnenklar, Carol. Robots Rising. c1999.

2. *For an encyclopedia article:*

"Article name (if given)," Name of encyclopedia. Last copyright date.

"Robots," World Book Encyclopedia. c1999.

3. *E-mail:*

Author of e-mail message (last name first). Subject of e-mail. [Online] e-mail address, date.

Jones, Tom. Robots in your life. [Online] R.jones@hisplace.ut, January, 2000

4. *Internet:*

Author (last name first). Title of item. [Online]

Liao, Thomas T. "Robot," World Book Online,
<http://www.worldbookonline.com/na/ar/fs/ar472000>. Html, January 10, 2000.

Appendix C

Approved Bibliographic Citation Format

- The list is in **alphabetical order** according to the **author's last name**.
- **Indentation is key.** Approved format uses hanging indentation---all lines *except* the first line are indented. You can command your word-processing program to do this for you.
- Each item on the list refers to an **actual reference** in the paper. Do not pad the list with names of references that you may have read but did not use.

1. For a book:

Author (last name first). Title. City of Publication: Publisher, copyright date.

Fisher, Leonard Everett. The Olympians. New York: Holiday House, c1984.

2. For a book with *two* authors:

Author (last name first) and second Author (first name first). Title. City of Publication: Publisher, copyright date.

McLean, Mollie and Ann Wiseman. Adventures of the Greek Heroes. Boston: Houghton, c1987.

3. For a reference source, such as an encyclopedia article, almanac or atlas:

"Article name (if given)," Name of reference source. Last copyright date. Volume number, page number(s) of article.

"Mythology," World Book Encyclopedia. c1999. Vol. 13, 813.

4. For a magazine article:

Author (if known). "Article Name," Magazine Name. Date of Publication: page number(s).

Severin, Tim. "Quest for Ulysses," National Geographic. Aug. 1986: 197-225.

5. For a film, video, or other media:

"Title of Media," Title of Series (type of media). Producer, copyright date.

"Myths," Literature for Children (video). Pied Piper, c1990.

6. For an interview:

Interviewee's name (last name first). Interview. Place of interview: Date of interview.

Young, George. Interview. Salt Lake City, Utah: June 12, 1997.

7. For e-mail:

Author of e-mail message (last name first). Subject of the message. [Online] Available e-mail: Stucent@address.edu, from Author@address.edu, date of document or download, if document is not available.

Jones, Tom. Nile River Research Project results. [Online] Available e-mail: student@smavillhight.edu from ert@informatics.k12.mn.us, September 25, 1996.

8. For internet:

Author (last name first). “Title of item.” [Online] Available <http://address/filename>, date of document or download, if document is not available.

Liao, Thomas T. “Robot,” World Book Online, [Online]
<http://www.worldbookonline.com/na/ar/fs/ar472000.html>,
January 10, 2000.